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ABSTRACT

The 1980 New York statewide plan for the development of postsecondary education is presented. In setting objectives for achievement for 1990, the plan speaks to the development of human resources, the strengthening of the economy, and the effective use of the state's resources. Information is presented on the present condition and future concerns of postsecondary education in New York State. Appended material displayed in matrix form cover the academic mission of each public, private, and proprietary degree-granting institution, by sector, in terms of the levels of study at which it offers programs in each major-mission area of study. The overall mission, goals, and objectives of higher education for 1980 in the state are identified. The 1980 plan is the first statewide plan to include statements of specific objectives. These objectives will be subject to review during this planning period, and may be modified, deleted, or expanded in the Regents' next plan. Areas of concern include achieving excellence in the educational system, providing access to postsecondary education, and providing diversity. Regents' enrollment goals for undergraduate and graduate students are presented by sector for each year. Activities to be accomplished within four-year planning period are listed in relation to specific goals and objectives. Information on legislation and master plans for the state and city systems are appended. A chart of the goals, objectives, and activities for postsecondary education for the 1980s is included. (SW)

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THE REGENTS STATEWIDE PLAN FOR THE DEVELOPMENT OF POSTSECONDARY EDUCATION

1980

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Albany, New York 12230
October 1980

HE 013 569

THE REGENTS STATEWIDE PLAN
FOR THE DEVELOPMENT OF POSTSECONDARY EDUCATION

1980

THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
ALBANY, NEW YORK 12230
OCTOBER 1980

THE UNIVERSITY OF THE STATE OF NEW YORK
Regents of The University (with years when terms expire)

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3/a

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THE BOARD OF REGENTS
THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT

WILLARD A. GENRICH
CHANCELLOR

4287 MAIN STREET
BUFFALO, NEW YORK 14226

October 31, 1980

To the Governor and Legislature of the State of New York:

The challenges facing New York's colleges and universities in the next decade parallel those facing the State: both seek to recapture the initiative and leadership for New York by the more effective use of our rich and varied human and material resources in a period of population decline and economic uncertainty.

The Regents Statewide Plan for the Development of Postsecondary Education, 1980, which the Regents present here, is a living and growing plan. It calls on institutions and the State to set and to meet measurable objectives within a timetable. This is being done so that when the Regents submit subsequent progress reports and statewide plans during the next decade, they will not just express platitudes, but will build upon earlier planning and evidence of what we have done or not done to reach our common goals. The Plan presents two sets of enrollment figures for the future. One is based upon the assumption that State policies and student participation patterns will continue as they are now. The second, on what is expected to happen if the Regents objectives are supported by the programs and activities set forth in this plan.

The projected 22 percent enrollment decline between 1981 and the middle 1990's offers an opportunity to meet the social and educational needs of our people by using existing physical and human resources. In the decade ahead, we must take advantage of our facilities. We have never before had such an opportunity to offer, in a cost effective manner, access to quality higher education with freedom of choice, to our minorities, to our economically disadvantaged, to our part-time students, to our adults, and to our workers in need of inservice training. We are now better equipped than ever to meet the educational demands required by recent technological advances.

The Regents, as the coordinating and policy-making body of all our State's educational efforts, are in a very opportune position. They will do all they can to maintain the educational system as one of New York State's greatest assets. In elementary and secondary education we have programs in place to improve the preparation of high school graduates for higher education and subsequent contributions to society. Our program to reduce high school dropouts in the New York City public school system alone could substantially offset the projected decline in college enrollment in that area.

The Regents 1980 Statewide Plan is not being transmitted to you herewith solely to comply with Section 237 of the Education Law. IT IS A CALL TO ACTION FOR THE NEXT DECADE. It presents a challenge to our Board of Regents, to the Governor, to the Legislature, to the postsecondary institutions, and to the people of our State. This plan summons all of us to participate within the context of a free, open, and pluralistic society founded upon academic freedom.

Respectfully submitted,

Willard A. Genrich

WILLARD A. GENRICH
Chancellor

FOREWORD

Higher education master planning in New York State is nearly 20 years old. The planning statute was enacted in 1961, and the first Statewide Plan was issued in 1964. Over the last two decades successive Plans have guided the State through an enormous expansion of postsecondary education, including public, independent, and proprietary institutions, the trebling of college enrollment, and the development of major new State programs to extend the educational opportunities of New Yorkers. The expansion and development of higher education in the State, particularly during the 1960's and eary 70's, paralleled vigorous growth in the State's economy and in State government.

In 1980 higher education in New York is at the beginning of a new cycle. The next 15 to 20 years promise challenges radically different from, but no less difficult than, those that faced the State and its so much smaller system of colleges in 1960, when the baby boom generation was poised to enter college and the idea of college was expanding to include open enrollment and full opportunity programs. Now the challenges include the likelihood of reduced enrollment, marked changes in the characteristics of the student body (including students' age, academic preparedness, programmatic interests, and financial circumstances), major fixed costs, and limited new resources. Once again, the challenges facing the colleges parallel those facing the State; both seek to recapture the initiative and leadership for New York by the more effective use of our rich and varied human and material resources in a period of population decline and economic uncertainty.

The Regents 1980 Statewide Plan addresses the challenges facing higher education and New York State by looking beyond the four-year planning period and setting objectives for achievement for 1990. Its objectives are objectives for the State and for all New Yorkers. They speak to:

(1) the development of human resources, by raising the educational attainment level of adults, by increasing the number of students who complete the degree program in which they enroll, by boosting the proportion of minorities among degree recipients at all levels, by improving student performance particularly in the critical area of communications skills, and by better preparing our population for the technology of the computer age;

(2) the strengthening of our economy, by the encouragement of library development and university research that will put New York in the first rank among the states, by the development of effective coordination between postsecondary institutions and business and industry in the planning of educational and training programs, and by the improvement of the quality and attractiveness of New York's diverse postsecondary system for students from all parts of the United States and the world;

(3) the effective use of the State's resources, including the rich investment in facilities, faculty, equipment, and libraries, and the generous annual appropriations for higher education.

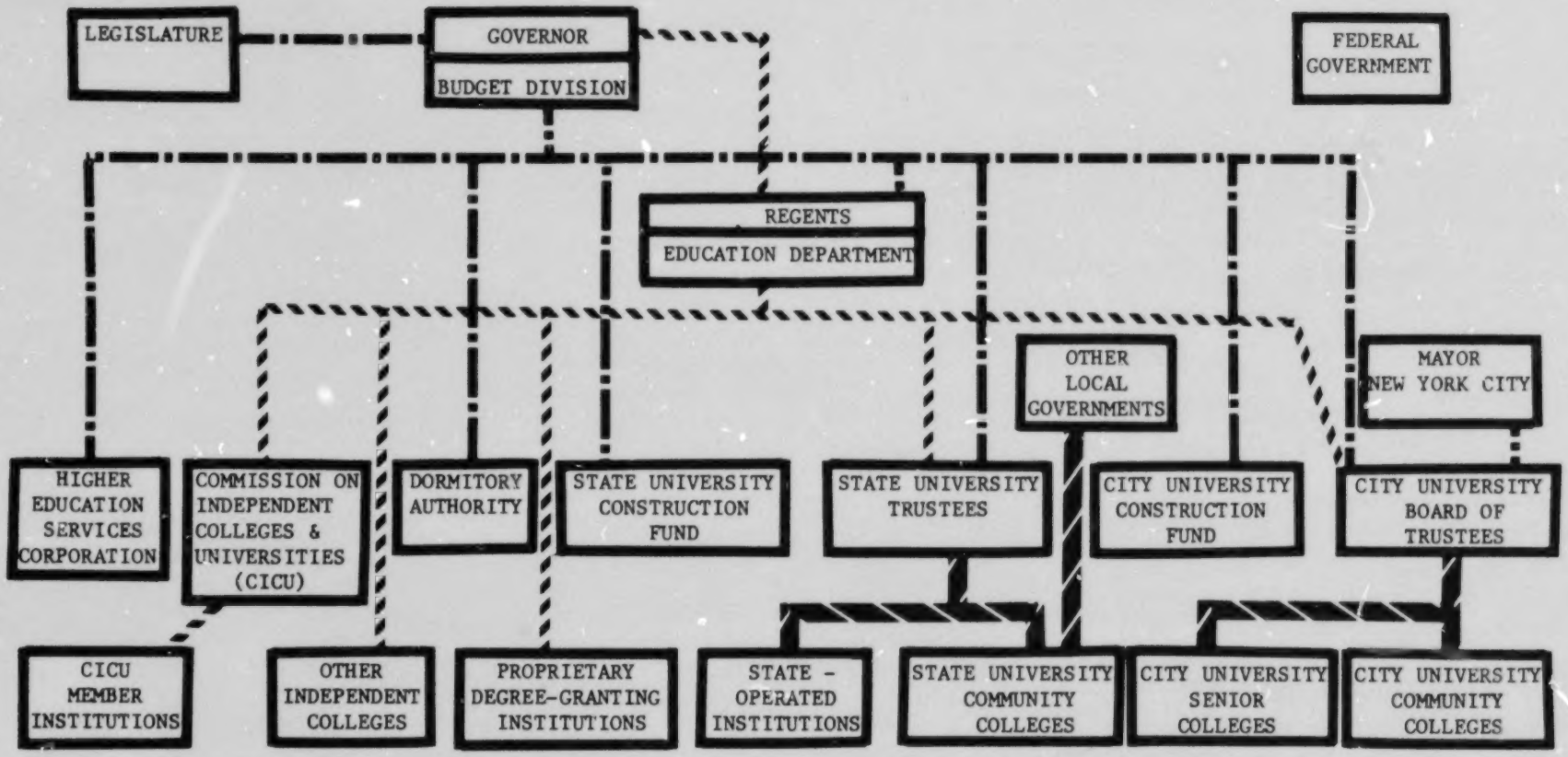
The Regents 1980 Statewide Plan is a program for building on existing strengths--particularly our strong, diverse system of postsecondary institutions and the State's historic commitment to them--to meet the challenges of a new era and

to maintain New York's leadership in education, the sciences and humanities, and the economy.

The objectives of the Regents 1980 Statewide Plan are commitments. They are commitments by the entire postsecondary community of the State which participated in the preparation of the Plan through its institutional master plans, through regional conferences, public hearings, numerous meetings, and letters. They are commitments which we make to the State and the public, and commitments for which we expect to be held accountable--that is the purpose of the numerical targets which we have included wherever possible and the others which we pledge to develop. They are commitments which we hope the political leaders of New York will also adopt as their own.

At the center of the 1980 Plan, both literally and figuratively, is the chart of Goals, Objectives, and Activities for Postsecondary Education. The Regents view this chart as a dynamic planning instrument to guide our efforts throughout the decade of the 80's. As the decade develops, we expect to insert new measures where none are now specified. Most important and most immediate, the list of activities will be extended and modified as need be to achieve the Plan's objectives. The current list of activities is incomplete in that it does not yet include the specific efforts under way or to be undertaken by the postsecondary institutions to meet the statewide objectives for 1990 set in this Plan. The leaders of the State University, the City University, and the Commission on Independent Colleges and Universities have agreed to prepare, by September 1, 1981, statements of activities they will undertake and the measures they will use in determining their success in carrying out their plans. By November 1, 1981, the Regents will transmit to the Governor a revised chart of Goals, Objectives and Activities, including the list of major activities by the institutional sectors to meet the objectives for postsecondary education in New York in 1990.

PRESENT STRUCTURE OF POSTSECONDARY EDUCATION IN NEW YORK STATE *



* As of June 1, 1980

PREFACE

Higher education in New York State is a $5 billion-a-year enterprise serving nearly one million students directly and offering some 15,000 programs of study. The State spends over $1.7 billion a year for higher education, over 30 percent of the total higher education operating expenditures and approximately 12 percent of total State revenues.

Strategic planning is essential to the effective operation of our system of colleges and universities, as it is for any endeavor of a similar scale. Thus the State's Education Law (Section 237*) requires every degree-granting institution in New York, whether public, independent, or proprietary, to submit an institutional master plan to the Board of Regents every four years. The Regents, in turn, transmit to the Governor and the Legislature a statewide plan, including recommendations for the direction of postsecondary education and State policy in this area. According to Section 237,

> Master planning for higher education...should:
>
> a. Define and differentiate the missions and objectives of higher education.
>
> b. Identify the needs, problems, societal conditions and interests of the citizens of the state of New York to which programs of higher education may most appropriately be addressed.
>
> c. Define and differentiate the missions and objectives of institutions of higher education.
>
> d. Develop programs to meet the needs, solve the problems, affect the conditions and respond to the public's interests by:
>
> (1) Setting goals.
> (2) Describing the time required to meet those goals.
> (3) Identifying the resources needed to achieve the goals.
> (4) Establishing priorities.
>
> e. Be in sufficient detail to enable all participants in the planning process, representatives of the people and the citizens themselves to evaluate the needs, objectives, program proposals, priorities, costs and results of higher education.
>
> f. Optimize the use of resources.
>
> g. Evaluate program effectiveness.

The 1980 Statewide Plan for Postsecondary Education in New York State begins with a series of three questions:

*See Appendix G for the text of Section 237.

Where are we now?

Where do we want to be in 10 to 20 years?

How do we get there?

Status:

Where are we now? What kind of postsecondary education do we have in New York? What are the strengths of this system? Its unique qualities? In what direction is our postsecondary system moving? How well is it serving New York now? How well will it be serving New York in the future if present trends continue?

Mission, Goals, Objectives:

Where do we want to be in 10 to 20 years? In the long run, what should our postsecondary system be achieving? What is the mission of higher education? What are our goals in implementing this mission? What characteristics of our postsecondary system would we like to see changed or developed in the next 10 to 20 years? Can we establish specific objectives by which we measure progress toward our goals?

Thus, the answer to the question, where do we want to be in 10 to 20 years, has three parts: mission, goals, and objectives.

Action:

How do we get there? What activities do we need to undertake now, between the 1980 Plan and the 1982 Progress Report, and before the next Statewide Plan in 1984, to realize our long-range objectives for higher education? How will State agencies and postsecondary institutions work together --individually, by region, by sector, and across the State as a whole-- and reach out to other parties to achieve our objectives?

Chapter I

STATUS

Present Condition

New York in 1980 takes pride in its strong and diverse system of postsecondary education, and the generous and enlightened support for that system from the State and the public.

The State University of New York (SUNY), only 32 years old, is the heir and guardian of diverse educational institutions and missions, including normal schools, agricultural and technical institutes, and former independent liberal arts colleges and universities. On this foundation it has built and continues to develop a unified system of 64 campuses that includes university centers, health sciences centers, university colleges, specialized and statutory colleges, agricultural and technical colleges, community colleges, and educational opportunity centers serving the general and vocational educational needs of local communities and the State and contributing to the advancement of knowledge. Enrolling over 365,000 students, the State University is the largest university system in the Nation.

The City University of New York (CUNY), like the State University, is a young system, but with long historical roots. To the pre-war municipal colleges which provided a free undergraduate education to generations of immigrants and other City residents, City University has added community colleges, new senior colleges, and a graduate school, expanding its capacity in order to accommodate the postwar baby boom and, simultaneously, to extend the opportunity of a college education to all recent New York City high school graduates. With more than 176,000 students, it is the third largest university system in the Nation. New York City established and supported the senior colleges of the University in the past. In recent years the State has increasingly assumed these costs. From 1982, New York State will pay 100 percent of City University's senior college capital and operating costs not covered by tuition and other revenues. Local and State government share the costs of CUNY's community colleges, as of SUNY's, according to the same formulae.

What gives a unique profile to New York's postsecondary system is the thriving and diverse independent colleges and universities side by side with these two strong and clearly differentiated public universities. The State's 135 independent degree-granting institutions, most of which belong to the Commission on Independent Colleges and Universities (CICU), are further unified by New York's historic tradition through which all educational institutions, public and independent, are components of The University of the State of New York. In other respects, the independent sector is as diverse as any in the country. It encompasses nationally recognized research universities, liberal arts colleges, professional schools, institutions representing diverse religious and ethnic traditions, business and trade colleges, specialized colleges of arts, technical institutes, and colleges with innovative academic and social missions. The institutions in the independent sector enroll over 390,000 students.

Since 1970 the Regents have recognized that some proprietary schools in New York State were offering college-level programs of study in vocational subjects and, since 1971, have authorized 27 of 68 schools which sought such authority to confer the appropriate degree (generally the Associate in Occupational Studies) on graduates of those programs. These institutions enroll almost 23,000 students today.

Appendix C to this Plan displays in matrix form the academic mission of each public, independent, and proprietary degree-granting institution, by sector, in terms of the levels of study at which it offers programs in each major-mission area of study.

Business and industry in New York offer formal management and vocational training to thousands of their employees every year. Since 1974, the Regents Project on Noncollegiate Sponsored Instruction has evaluated over 1,300 such courses, and made credit recommendations, which are used by colleges, with respect to almost 1,200 of them.

The law of 1961 which established postsecondary master-planning in New York makes no reference to degree-granting proprietary institutions or corporate training programs. Since 1961 both have emerged as important sponsors of postsecondary education. They should be included in our planning for the future.

Table 1, below, shows the distribution of degree-credit enrollment in New York State in the fall of 1979 among the four sectors (SUNY, CUNY, independent, and proprietary), two levels (two-year and four-year or more), and various institutional classifications.

State policy supports and shapes the diverse postsecondary institutions and programs in New York as in no other state. In addition to appropriations for City University and State University, New York also awards independent institutions, through the Bundy Aid program, a fixed sum for every degee they confer, to be used in any way they choose. New York's Tuition Assistance Program, available to any needy New Yorker studying at a degree-granting institution in the State, is the most extensive state student financial aid program in the Nation. In 1978-79, it served some 351,000 students. State opportunity programs for the economically and academically disadvantaged are available at both public and independent institutions. The State supports ten Einstein and Schweitzer chairs to attract distinguished scholars to New York's public and independent universities. Program registration and planning are State functions in New York, encompassing public, independent, and proprietary institutions.

The chart at the beginning of this Plan shows graphically the governance, planning, and budgetary relationships of State agencies and postsecondary institutions in New York.

Table 2, below, shows the distribution of State appropriations for higher education operations during the State fiscal year April 1, 1979, through March 31, 1980.

We need to bear in mind the strengths, the human and physical resources, and the extraordinary achievement of higher education in New York State over the last 20 years, when enrollment trebled. These strengths and achievements stand in contrast to the mood prevailing in much of the postsecondary community today. That mood is one of uncertainty and concern about the next 20 years.

Future Concerns

The reason for much of the uncertainty and concern is told in the Note on Enrollment Projections in this Plan. The turning point will come in the next four years. Postsecondary enrollment, and particularly full-time undergraduate enrollment, climbed precipitously until 1975, then leveled off. Beginning in 1981 we anticipate a downhill slide that will last at least until the mid-1990's and that will result in a student body some 22 percent smaller than today, if we adopt the most likely assumptions. Moreover, the effects of this decline could be more serious than is suggested by the overall figure of 22 percent, because most of the decline will occur in the category of full-time undergraduates. From the point of view of postsecondary institutions, a full-time student produces three or four times the revenue of a part-time student. Full-time undergraduate enrollment alone is projected to decline by almost one-third in New York State between 1979 and 1996. Figure 1 is a graph of actual and projected enrollment for full-time undergraduates from 1970 through 1996.

Table 1

DEGREE-CREDIT ENROLLMENT IN INSTITUTIONS OF HIGHER EDUCATION
BY SECTOR, TYPE AND LEVEL
NEW YORK STATE
FALL 1979

Sector/Type	Degree-Credit Enrollment[a]						
	Undergraduate		First-Professional		Graduate		Total
	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time	
TOTAL STATE	546,564	234,876	21,078	2,095	45,550	98,787	948,950
TOTAL PUBLIC	322,814	161,101	4,058	- -	15,546	30,034	533,553
TOTAL SUNY	211,608	111,630	4,058	- -	10,888	18,519	356,703
University Centers	38,507	7,024	811	- -	6,837	9,199	
University Colleges	58,328	11,264	- -	- -	1,249	7,566	
Health Sciences Centers	2,057	253	2,682	- -	985	652	
Specialized Colleges	3,337	1,399	249	- -	294	1,067	
Statutory Colleges	5,450	1,362	316	- -	1,523	35	
Agricultural--Technical	20,680	8,074	- -	- -	- -	- -	
Community Colleges	83,249	82,254	- -	- -	- -	- -	
Four-Year or More	111,147	27,606	4,058	- -	10,888	18,519	
Two-Year	100,461	84,024	- -	- -	- -	- -	
TOTAL CUNY	111,206	49,471	- -	- -	4,658	11,515	176,850
Graduate Center	- -	- -	- -	- -	2,569	271	
Senior Colleges	63,850	28,312	- -	- -	2,089	11,244	
Community Colleges	47,356	21,159	- -	- -	- -	- -	
Four-Year or More	70,362	32,177	- -	- -	4,658	11,515	
Two-Year	40,844	17,494	- -	- -	- -	- -	
TOTAL INDEPENDENT	207,650	67,182	17,020	2,095	30,004	68,753	392,704
Multiversities	37,475	7,007	5,819	49	17,213	20,459	
Universities	37,952	11,107	3,797	768	5,202	23,851	
College Complexes	56,770	15,765	397	286	1,762	11,582	
Colleges	35,901	16,730	29	26	164	2,927	
Specialized Colleges	3,281	3,403	2,291	767	2,395	3,734	
Health Sciences Centers	590	7	3,398	- -	328	243	
Engineering--Technical	26,481	10,192	160	- -	2,575	5,233	
Seminaries	394	98	1,139	199	265	724	
Nursing	713	146	- -	- -	- -	- -	
Other Two-Year	8,093	2,727	- -	- -	- -	- -	
Four-Year or More	198,144	64,309	17,020	2,095	30,004	68,753	
Two-Year	8,806	2,873	- -	- -	- -	- -	
TOTAL PROPRIETARY	16,100	6,593	- -	- -	- -	- -	22,693
Four-Year or More	2,099	2,959	- -	- -	- -	- -	
Two-Year	14,001	3,624	- -	- -	- -	- -	
TOTAL FOUR-YEAR OR MORE	382,452	127,051	21,078	2,095	45,550	98,787	677,013
TOTAL TWO-YEAR	164,112	107,825	- -	- -	- -	- -	271,937

[a]Includes extension, organized occupational, and unclassified students.

SOURCE: NYSED, Information Center on Education, 1980

NOTE: The 16,387 candidates actively enrolled in The University of the State of New York -- [illegible] External Degree Program are not included.

Table 2

NEW YORK STATE APPROPRIATIONS FOR HIGHER EDUCATION
1980-81
(Including Debt Service and Capital Construction)

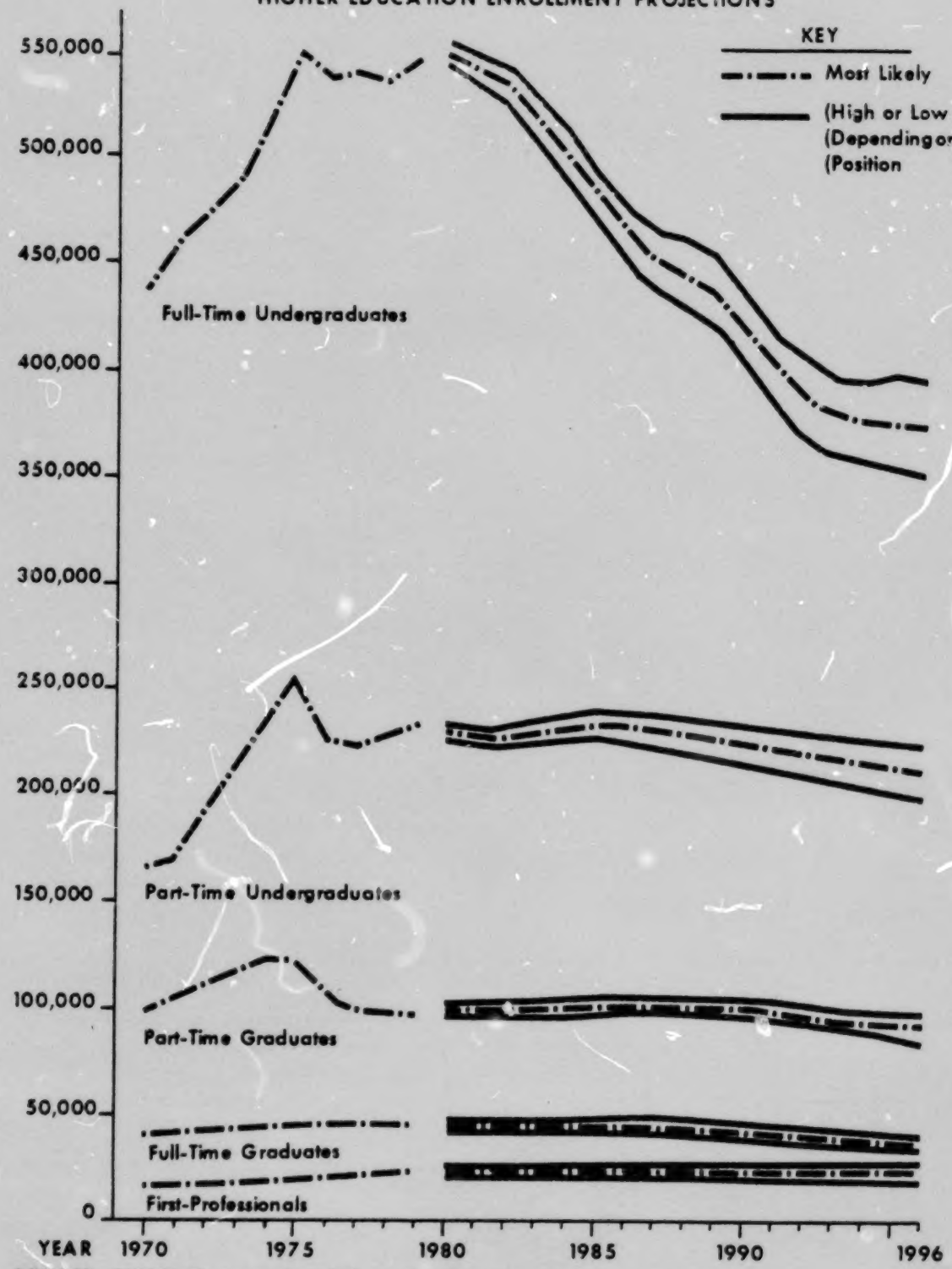
Program	Amount (millions of dollars)	Percent of Total
State University of New York—State Operated[1]	$ 913	52.1
The City University of New York[1]	229	13.1
Community Colleges[2]	207	11.8
Aid to Independent Institutions	107	6.1
Bundy Aid	85	
All Others	22	
Student Aid	277	15.8
Tuition Assistance Program	244	
All Other	33	
Other State Agencies	19	1.1
TOTAL APPROPRIATIONS	$ 1,752	100.0

1. Excludes community colleges.
2. Includes both SUNY and CUNY community colleges.

Note: As of October 1980 no State supplemental budget for 1980-81 had been enacted.

Source: NYSED, Office of Finance and Facilities, 1980.

FIGURE 1 : NEW YORK STATE
HIGHER EDUCATION ENROLLMENT PROJECTIONS



SOURCE: NYSED: Postsecondary Information Systems

Behind the anticipated enrollment decline is a sharp drop in the birthrate in the early 1960's, and consequently a change in the age distribution of our society. New York's age pyramid is changing shape into something like a vase, narrower at the base (children and adolescent age groups) and broader in the middle (adult age groups). (Between now and 1990, the number of New Yorkers between the ages of 25 and 44 is projected to grow by almost 27 percent, and those between 15 and 24 to decline by 17 percent; see Table 13). These changes imply much more than a contraction of college enrollment and of enrollment-tied revenue (such as tuition, Bundy Aid, and State aid to community colleges). The declining number of children and young adults in our society also implies, for example, a declining demand for school teachers and college faculty. Since prospective teachers and college faculty have historically constituted a significant proportion of liberal arts and science majors in our colleges, we may anticipate programmatic changes, a shift of student interest away from the traditional core curriculum, as well as changes in enrollment size and income level for colleges.

Shifts in student interests have become evident. Between 1973 and 1978, enrollments in one- and two-year occupational programs grew by almost 48 percent, while upper-division enrollments in baccalaureate programs grew by only 4 percent. Beyond the baccalaureate level, first-professional degree enrollments grew by almost 28 percent, master's degree enrollments declined by over 10 percent, and enrollments in doctoral programs declined by almost 6 percent.

Preferences shifted among areas of study, too. Among one- and two-year occupational programs, enrollment in two areas grew far faster than average: Business and Commerce Technologies and Data Processing. At the bachelor's degree level, upper-division enrollments grew faster than average in nine areas (with the largest percentage growth in Public Affairs and Services) and declined in eleven (with the largest percentage decline in Theology). While enrollments in master's degree programs declined overall, they actually increased in eight areas (with the largest percentage growth in Home Economics); a greater than average decline took place in 11 fields (with the largest percentage decline in Mathematics). A similar pattern emerged at the doctoral level; enrollments in 10 areas of study ran counter to the overall enrollment decline and increased (with the largest percentage growth in the Health Professions); enrollments in 11 areas declined more than average (with the largest percentage decline in Area Studies). Only three areas of study saw greater-than-average enrollment growth at the baccalaureate, master's, and doctoral levels: Communications, Health Professions, and Home Economics. Five areas saw enrollment declines at the baccalaureate level and greater-than-average declines at both the master's and doctoral levels: Area Studies, Foreign Languages, Letters, Mathematics, and Social Sciences. Table 3, below, lists the areas of study that saw marked shifts in enrollments, statewide, between 1973 and 1978.

A significant activity by the leadership of the State's postsecondary community over the next year will be an examination of new missions for institutions, in adaptation to the changes anticipated for the 1980's. Information concerning enrollment shifts that have already taken place, together with research by the Department in the areas of diversity and choice, will assist their work.

Other changes in New York's population, in addition to age distribution, contribute to the colleges' uncertainty. One is the absolute decline in the State's population, which is certain to appear in the 1980 census, as a result of net emigration from New York. Others are changes in the social characteristics of the population, and particularly of the school-age population, including the increasing proportion from low-income, minority, and non-English-dominant groups. These groups are, historically, less likely to complete high school and hence to enter college. Members of these groups who do enter college are more likely to need special academic and financial support in order to complete their degrees.

Table 3

SHIFTS IN STUDENT ENROLLMENT (FULL-TIME AND PART-TIME), STATEWIDE BETWEEN FALL 1973 AND FALL 1978

By Major Mission (2-Digit HEGIS) Field

1. The following fields had higher enrollment growth than did all fields of study within each level:

Lower Division Occupational	Upper-Division Baccalaureate	Master's Degree	First-Professional Degree	Doctoral Degree
Business and Commerce Technologies	Architecture and Environmental Design	Business and Management	Health Professions	Agriculture and Natural Resources
Data Processing	Business and Management	Communication		Biological Sciences
	Communications	Computer and Information Sciences		Communications
	Computer and Information Sciences	Fine and Applied Arts		Education
	Engineering	Health Professions		Health Professions
	Health Professions	Home Economics		Home Economics
	Home Economics	Public Affairs and Services		Library Science
	Public Affairs and Services	Theology		Psychology
	Interdisciplinary Studies			Theology
				Interdisciplinary Studies

2. The following fields had declines in enrollments or, at the graduate levels, greater declines than did all fields of study within each level:

None	Agriculture and Natural Resources	Agriculture and Natural Resources	None	Architecture and Environmental Design
	Area Studies	Architecture and Environmental Design		Area Studies
	Education	Area Studies		Business and Management
	Foreign Languages	Education		Computer and Information Sciences
	Letters	Foreign Languages		Foreign Languages
	Mathematics	Letters		Law
	Physical Sciences	Library Science		Letters
	Psychology	Mathematics		Mathematics
	Social Sciences	Psychology		Physical Sciences
	Theology	Social Sciences		Public Affairs and Services
	Other	Interdisciplinary Studies		Social Sciences

Source: NYSED, Bureau of Postsecondary Planning, 1980

The colleges share with the rest of the State and the Nation a concern about the direction of the economy and the fiscal condition of state and local government. New York and the northeastern section of the Nation, because of their older manufacturing plants and relatively cold climate, are more seriously affected by increased energy costs and environmental pollution than other parts of the country. As the seat of the United Nations and a hub of international business and finance, New York is especially sensitive to the emergent power of the oil-producing countries and other shifts in world markets and world affairs.

These large-scale economic concerns affect the State as a whole, but there are also significant economic and social differences among regions within the State. A regional approach to economic planning, therefore, often offers the most promise. An important role for postsecondary institutions in the next decade will be to help identify regional economic and educational needs and resources, and to work cooperatively with business, industry, and labor to relate regional needs and resources more effectively.

The one certainty is that profound changes lie ahead for higher education. Many colleges are already anticipating these changes and beginning to shape new profiles for higher education appropriate to the needs and conditions of the 1990's. The extraordinary development of collegiate off-campus instruction during the past five years is an example. It is the adult part-time student, with work and family responsibilities, for whom the convenience of off-campus instruction is particularly important. The adult age group is expanding in size. Moreover, the reasons for adult study are multiplying: technological advances in the workplace, economic shifts which require career changes and retraining, overcrowding in some professions, consumer and professional demands for continuing education, the return of mature women to the workplace, and the higher educational level of the adult population, which is paradoxically associated with the demand for more education.

In 1980 higher education in New York is at a point somewhat akin to 1960, when the master-planning process was first established. We stand at the beginning of a new cycle, a cycle of 15 to 20 years' duration. The present postsecondary system is strong, but not necessarily strong in the ways it will need to be in the next cycle. Here and there mismatches have already begun to appear between postsecondary programs and the students they serve, and between State policies and public needs.

Sensing that we were at the beginning of a new cycle for higher education in the State, the Executive Committee of the Association of Colleges and Universities of the State of New York* suggested, in June 1979, in the course of its ninth annual seminar at Rensselaerville, that the next quadrennial plan for higher education, the 1980 Plan, should be based on a long-range view of the future. Following up on this suggestion, the State Education Department organized discussions of the goals and directions for higher education in New York over the next 10 to 20 years in several different settings. A higher education long-range planning group, composed of 20 to 25 leaders of postsecondary education in New York, met four times between August 1979 and April 1980, at the invitation of the Commissioner of Education, then returned to Rensselaerville in June 1980 with a series of papers on its discussions.

The goals of higher education were a major topic of discussion at the ten Regents/ Commissioner's Regional Conferences held across the State in the fall and winter of 1979-80. Over 800 people, including college faculty, administrators, and trustees, representatives

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*The Association of Colleges and Universities of the State of New York is composed of 130 public, independent, and proprietary degree-granting institutions. The Executive Committee consists of 11 chief executive officers.

of other educational and cultural institutions, and the public, participated in small-group discussions of goals for the 1980 Plan at the regional conferences. The long-range enrollment projections (carried out to 1996) and the assumptions on which they are based have been reviewed at intervals throughout their development by the Enrollment Projections Advisory Council, composed of postsecondary planners from the three major postsecondary sectors and several State agencies, and, through publications and conference presentations, by a national audience of experts.

Both in its preparation and in its structure, the 1980 Plan starts from a long-range view of the next 10 to 20 years of higher education in New York.

Chapter 2

MISSION, GOALS, OBJECTIVES

I. Mission

The basic mission of higher education in the United States was defined at least a century ago. It derives from three separate traditions: the sectarian college, the German research university, and the land-grant university committed to public service and extension work. While the size and social impact of American higher education have multiplied many times since the late nineteenth century, the basic mission has not changed significantly and is not likely to change in the next 10 to 20 years. That mission is conventionally expressed in three parts: Teaching, the Extension and Preservation of Knowledge, and Service. New York's postsecondary system will continue to perform this mission. At the same time it will continue to be flexible enough to meet the changing needs of society, such as new courses or programs to meet the needs of new student bodies or to anticipate or respond to demands caused by changing economic and social conditions, technological developments, and other emerging needs.

1. *Teaching*

The primary mission of the postsecondary system is teaching, endowing individuals with a sense of themselves and the wider world, a capacity to see themselves as others see them and to see the world with a fresh and critical eye, an interest in learning, a commitment to fact and truth, the aesthetic capacity to create and to enjoy, the intellectual capacity to analyze and solve a problem, the moral capacity to judge, and the skills and knowledge required to pursue their chosen careers.

2. *The Extension and Preservation of Knowledge*

New York's colleges and universities should be at the forefront of scientific and humanistic research and creativity. The postsecondary institutions, with their rich faculty resources, their rich library collections, and their cultural and scientific resources, should be masters of the best techniques to create, store, retrieve, and disseminate knowledge.

3. *Service*

New York colleges and universities must serve our communities, State, and Nation. They must train and retrain workers and professionals to keep them abreast of changing technologies in the workplace and the advance of knowledge in professional fields. Higher education must apply its research capacities to the social and technological problems of our communities and our society and to the economic redevelopment of New York State and the Nation.

If recent discussions of the mission of higher education in New York State suggest any changes in the next decade or two, the change is particularly the development of the service mission. The State University, the City University, and the Commission on Independent Colleges and Universities have each recently

issued, or are in the process of preparing, a new statement of their service mission. Postsecondary institutions feel acutely and directly the effects of such general social problems as urban decay, energy shortages, inflation, and economic development. They have knowledge and resources which can be applied to solving or alleviating these problems, especially as the colleges and universities no longer have to expend all their resources in the struggle to keep up with expanding enrollment. Numerous individual projects of recent years linking postsecondary institutions with community-based organizations, public schools, and private companies provide a variety of models of how the public service mission might develop. These projects point to a more active and a more direct role for higher education in addressing social problems and promoting social change, a new service mission.

II. Goals

The goals we set for postsecondary education in the 1980 Plan are Excellence, Access, Diversity, and the Effective Use of Resources. These goals describe the ways by which we hope the postsecondary system will pursue its mission. Because they provide guidelines for the long-term development of all postsecondary endeavors, the goals change little over time, from one year to another or from one plan to another. The goals shape the general framework within which specific objectives can be set.

The goals do have different applications and significance at different times and, of course, in different institutional settings. For example, participants in small-group discussions of goals for the 1980 Plan at the 1979-80 regional conferences supported continuation of the goal of "Access" from earlier plans, but thought the emphasis in the application of that goal in the 80's ought to be placed on the completion of degrees rather than on only admission to postsecondary institutions. The specific significance or application of our goals will be manifest in the objectives we set in pursuit of each goal for the period ahead.

The goals for postsecondary education in New York in the 1980's are:

A. *Excellence*: To promote and maintain academic freedom and responsibility and high quality in all endeavors of each institution, whatever its mission, and in the postsecondary system as a whole.

B. *Access*: To provide equal opportunity for postsecondary education for all New Yorkers without discrimination on any grounds (including age, race, sex, creed, national origin, geographic location, economic status, or handicapping condition), including equal opportunity for all who are admitted to postsecondary institutions to complete the courses and programs in which they are enrolled.

C. *Diversity*: To preserve and foster a diversity of institutions and programs so that students may choose and study in those appropriate to their needs, interests, and abilities from a wide range reflecting the full diversity of our State.

D. *Effective Use of Resources*: To achieve the most effective use of the resources allocated to postsecondary education, consistent with the State's fiscal condition and the goals of Excellence, Access, and Diversity.

III. Objectives

The objectives occupy the central position in the 1980 Plan. They mediate between mission and goals, on the one hand, and activities on the other, between the general and the specific, between the very long-range and the short-range or day-to-day. They point the directions for New York's postsecondary system for the next 10 to 20 years, and they set standards for measuring progress in the designated directions.

The objectives have the following characteristics:

- they are related to specific goals;
- they will serve as guideposts for activities in the immediate future, i.e., the period between the 1980 Plan and its successor in 1984;
- they set levels of achievement for 1990 which are realistic in the conditions anticipated for the 1980's.

The 1980 Plan is the first Statewide Plan to include statements of specific objectives. These objectives will be subject to review during this planning period, and may be modified, deleted, or expanded in the Regents next Plan on the basis of that review.

A. Excellence

Setting objectives for the goal of "Excellence" is more difficult than for any of the other three goals. Indeed, the development of generally accepted measures of educational quality is a high priority activity for the postsecondary community in this State and nation within the next few years. Improved measures of quality are especially important now because most of our programs will be steady or decreasing in size during the next decade. In most instances, we will no longer have the opportunity to improve a program simply by wise use of the new resources which come automatically as a consequence of expansion. In some instances we will have to reduce resources, to contract in size, to consolidate programs. Difficult choices will need to be made, and they should be on the basis of a direct and widely accepted measure of educational quality.

Because of the differences among institutions in terms of mission, student body, traditions, and other factors, no single measure can be used for all institutions. Measures of educational quality often must be indirect measures; at times they must be developed and applied by individual institutions.

Our first objective relates to the skills and knowledge of students.

1. *By 1990 the quality of education in New York's postsecondary institutions will be improved, as indicated by the level of student skills and knowledge demonstrated on performance measures developed or selected by each institution.*

Skill development is an area in which few measures exist. The Regents look to New York's colleges and universities to develop and implement measures and instruments, and to identify the levels of institutional achievement appropriate for

1990. These should take into account, to the extent possible, both the skills and knowledge that students bring to their postsecondary education and the skills and knowledge required for success throughout life. The Regents are concerned that students possess and develop communication skills, quantitative skills, "computer literacy," scientific knowledge, technological literacy, foreign language skills, social skills, and knowledge of history, to name only a few.

2. *By 1990, in the aggregate, the proportion of students completing degree programs in New York's postsecondary institutions will be improved:*

   (a) *in comparison with the proportion completing programs in 1980, and*

   (b) *in relation to the proportion completing programs in other states, as measured by the ratio of degrees awarded in one year to freshman enrollment two and four years earlier.*

Over the period 1975-76 through 1978-79, for all two-year colleges in New York:

$$\frac{\text{associate degrees + certificates + transfers to 4-year colleges}}{\text{full-time freshmen 2-years earlier + part-time freshmen 4-years earlier}} = .56.$$

For four-year colleges in New York over the same period, the product of the equation:

$$\frac{\text{number of bachelor's degrees awarded}}{\text{full-time freshmen 4 years earlier + transfers 2 years earlier + part-time freshmen 4 years earlier}}$$

declined from .783 in 1975-76 to .687 in 1978-79. For graduate degree-granting institutions in New York, 1975-76 through 1978-79:

$$\frac{\text{number of graduate degrees awarded}}{\text{full-time graduate enrollment}} = .52.$$

3. *By 1990 the quality of education offered by postsecondary institutions in New York will be improved, as evidenced by their graduates' record of job placement and admission to more advanced levels of study and as measured by institutions.*

   (a) *For certificate and associate degree programs, the proportions of occupational graduates placed in related jobs and of liberal arts students and graduates who transfer to baccalaureate programs will increase.*

   (b) *For baccalaureate programs, the proportions of graduates admitted to graduate and professional programs or placed in jobs related to their undergraduate programs of study will increase.*

(c) *For graduate programs, the proportion of doctoral degree-holders placed in academic or non-academic positions broadly related to their educations will increase.*

Institutions can measure their own achievements in this area, and many now do so. Except for data on job placement of graduates of occupational certificate and associate degree programs, however, the Education Department does not collect such information. With respect to such job placement, data for the most recent year, 1977-78, is not complete. In that year, 30,344 persons completed occupationally-related programs in two-year colleges in New York. The employment status of 11,539 is not known. Of the rest, 65.9 percent were placed in jobs related to their programs of study and a further 21.2 percent were pursuing additional education. Data to measure transfer to baccalaureate programs by liberal arts associate degree graduates and liberal arts students at two-year colleges are not collected by the Education Department, nor are data on job placement or admission to graduate and professional schools or graduates of baccalaureate programs, nor data on employment of doctoral graduates. Because the standards for achievement by institutions in this area must be appropriate to the different missions of institutions and to the natures of their student bodies, the Regents call on institutions to develop their own standards for this objective, and to measure their own achievements in ways appropriate to the programs they offer.

4) *By 1990 the quality of New York's colleges and universities will be improved, relative to the Nation, as indicated by the following measures of student choice:*

a) *New York will advance its position in the ranking of states by the proportion of students attracted from other states and abroad.*

b) *The proportions of National Merit Scholars and of Westinghouse Scholars choosing to study in New York will increase.*

c) *The proportion of students offered Regents College Scholarships who accept those Scholarships to study at New York colleges and universities will increase.*

In 1975, when the National Center for Education Statistics last collected residence and migration data on college students, 64,627 undergraduates from other states and from abroad were studying in New York's colleges and universities. Only two states in the union attracted more out-of-state and foreign students, California (125,398) and Massachusetts (69,694). However, the nearly 65,000 out-of-state and foreign students enrolled in New York represented only 8.8 percent of the total undergraduate enrollment in the State. In the ranking of states by the proportion (as opposed to the number) of students attracted from other states and abroad, New York ranked 49th. California, with 12.7 percent of its undergraduates coming from other states or abroad, ranked 45th, and Massachusetts, with 27.9 percent, ranked 13th.

This objective requires only that New York, as a whole, advance its position among the states with respect to the proportion of students attracted from out-of-state or abroad by 1990. In view of the projected enrollment decline, this objective could be achieved without any increase in the number of out-of-state and foreign students enrolled in New York colleges and universities. Since enrollment declines are projected all over the United States, and particularly in the northeastern section from which New York draws most of its out-of-state students (almost 68 percent of such undergraduates were from New Jersey, Connecticut, Pennsylvania, and Massachusetts alone in 1975), maintaining the present number of out-of-state students would be an achievement.

One point must be noted: the attractiveness of postsecondary study in New York institutions to out-of-state and foreign students is proposed here as an indicator of excellence. Use of the indicator assumes that students are attracted to quality, so that their choices of a New York institution provide a measure of relative quality and a change in enrollment patterns signals a change in quality. It can be argued that a high proportion of out-of-state and foreign students is a worthwhile end for postsecondary institutions to pursue because such students enhance the diversity of the student body or help to cover fixed costs when the number of in-state students is falling. If new activities other than qualitative changes affect the attractiveness of New York for students, the assessment of progress toward this objective, which is related to excellence, will have to discount their effects.

The National Merit and Westinghouse Scholarships are each awarded to high school seniors on the basis of national competitions. Westinghouse Scholarships are for students who have demonstrated achievement and promise in the physical sciences, while National Merit Scholarships are open to all students without regard to their academic interests. They are the two most widely known and prestigious national college scholarships. As a consequence, the winners of both scholarships are sought after by all colleges. Westinghouse and National Merit Scholars usually can choose the colleges they will attend.

The Westinghouse Scholarship program selects 40 winners each year. Of the 400 winners over the last 10 years, 39, or nearly 10 percent, have enrolled in New York colleges and universities.

The National Merit Scholarship program made 4,586 awards in 1979. Of 15,761 National Merit Scholars enrolled in college in 1979-80, 561 or 3.6 percent attended New York institutions.

The Regents College Scholarship is a competitive award for New York State high school seniors who choose to study at New York colleges or universities. It provides $250 per year. In recent years, the awards have been made on the basis of the two most widely used national college admissions examinations, the Scholastic Aptitude Test and the ACT examination of the American College Testing Service. Approximately 19,500 Regents College Scholarships have been awarded each year. To make this many awards, offers must be extended to approximately 27,300 students. Thus, almost 30 percent of students offered Regents Scholarships decline the award, usually because they plan to study at an out-of-state institution. In other words, only about 70 percent of New York students offered Regents Scholarships go to college in New York State. But 85 percent of all college students from New York State went to college in New York State in 1975. Thus, a disproportionately large number of the highest achieving high school graduates are going to college outside the State.

A marked change in quality relative to the rest of the Nation will make New York's colleges and universities more able to attract the most promising college students nationwide, as represented by National Merit and Westinghouse Scholars, and within the State, as represented by those offered Regents Scholarships. That is our objective.

A fifth objective related to the goal of Excellence focuses on research activity.

5) *By 1990 the amount and quality of research at New York's colleges and universities will increase to the point that:*

   a) *New York institutions will account, in the aggregate, for more than 10 percent of all college and university research expenditures in the United States, and*

   b) *New York's leading research universities will hold or improve their national rankings in terms of research expenditures.*

Most college and university research is supported by outside grants. The Federal government alone supports about 75 percent of campus research. Grants are generally awarded on the basis of a review of competing proposals by a panel of experts in the same or related disciplines. Thus, the amount of research expenditure is related to the quality of research proposals and, insofar as the researcher's reputation affects his or her chances of obtaining new grants, to the quality of previous research. The use of expenditures as a measure of research quality has the drawback of overemphasizing certain disciplines in which research costs are particularly high, including medicine (which alone accounts for approximately one-half of university research expenditures in the State) and certain sciences.

In 1976-77, college and university research expenditures in New York State amounted to $386 million, 9.5 percent of the national total. California, the only state ahead of New York, spent $496 million, 12.2 percent of the national total. Two years earlier, in 1974-75, college and university research expenditures in New York were 10.4 percent of the national total.

In 1976-77, four New York universities ranked among the top 30 nationally in research expenditures, and another ranked 31st. The goals of excellence and diversity suggest as an objective that the present position be maintained or improved.

The sixth objective to support Excellence relates to academic support services.

6) *By 1990 the quality of instruction and research at New York's colleges and universities will be improved by the following improvements in academic support services:*

a) *the library collections of New York (which represent one tenth of the academic library resources of the entire nation) will increase so that New York maintains its current leadership position among the states.*

b) *students, faculty, and other researchers in New York's colleges and universities will have total bibliographic access to all academic library resources in the State;*

c) *two-thirds of New York's colleges and universities will provide quality library user instruction to their students; and*

d) *all students will have access to computers, and training in their use, appropriate to their programs and levels of study.*

On a statewide basis New York has rich bibliographic resources. Its institutions own 10 percent of the academic library volumes in the country. Many of its university research libraries and other research libraries are the most preeminent in the Nation. However, academic library resources are unevenly distributed among the various types of postsecondary education institutions in the State. It has long been recognized that the quality of an academic institution is very closely related to the quality of its library. Although the State has been fortunate in having excellent resources in some of its academic libraries, the recent fiscal crisis in higher education, coupled with the spiraling inflationary economy of the 1970's, has eroded the continued growth and development of library resources. In short, shrinking budgets and purchasing power have not allowed the libraries of postsecondary education institutions to keep pace with the increasing number of available published materials to support adequately the instructional and research programs.

Legislation has been developed to provide State aid to college and university libraries for acquisitions. An annual basic grant to these institutions would enable them to sustain and improve their library collections. The improvement of the academic library collections will not only aid the individual institutions but will also strengthen regional resources. This legislation is designed to be supplementary, and in no way a substitute for the individual institution's responsibility for continued support of its library. We envision that all libraries receiving this aid will have to engage in interlibrary loan or provide access to users from other institutions.

In order to achieve bibliographic control and to provide bibliographic access to their collections and the collections of other academic and research libraries, more than 2,000 libraries in the United States have joined the Ohio College Library Center, Inc. (OCLC). In New York State this has been achieved through a SUNY/OCLC linkage. Currently 114 of New York's college and university libraries have access via computer terminals to this nationally growing data base. Because of the advantages to academic libraries and their users, it is anticipated that more institutions will join this network. The Research Libraries Group, which originally consisted of Harvard, Columbia, the New York Public Library, and Yale University, has now expanded and become RLIN (Research Library Information Network), and it is attracting other large research libraries in the State, increasing the depth and breadth of resources available to the students and faculties of the institutions. The

New York State Library is developing a collection management system and currently operates with an online catalog, which is expected to be available by remote access to all college and university libraries in the State that have OCLC or RLIN terminals. To assure the opportunity for access to these expanding bibliographic networks, by 1984 the number of institutions that now have terminals will be increased by 50 percent.

Library user education is essential for all students in postsecondary education, who are engaging in more independent study and research projects. Moreover, it is of critical importance for all persons who will live in a highly technological society in the 21st century, and must engage in lifelong learning in order to remain abreast of their chosen fields, to know how to use libraries. Many institutions have inaugurated programs in bibliographic instruction in recent years. Currently, 140 institutions report that they have developed such programs. We envision that, by 1984, at least 200 institutions will have begun to offer this educational opportunity for their students.

Access to library bibliographic information via computer terminals is only one of the ways in which computer technology has reshaped educational requirements. In the 1980's, it will be necessary to provide ready access to computer facilities for all students who need to acquire computing skills and a fundamental understanding of computing needed to achieve their career and educational objectives. Appropriate facilities need to be provided to enable students to develop computing skills necessary to their interests and disciplines. Computers have become an essential tool in modeling complex systems in nearly every discipline, and computer languages make it possible to capture, distribute, and apply specialized knowledge and intelligence to diverse applications. Computer courses are increasingly being included in the core curriculum of leading institutions. Computer-literacy of graduates is essential to excellence in education.

B. Access

The traditional measure of access to postsecondary education has been the participation rate, the ratio of new college students to recent high school graduates. In recent years, with the development of the Tuition Assistance Program, the State opportunity programs, Open Admissions at the City University, and Full Opportunity Programs at the State's community colleges, New York has maintained one of the highest participation rates in the country.

The participation rate was an appropriate measure for the 1960's and early 70's. It measured what we were struggling to achieve then: the will and capacity of our colleges to admit a new generation of high school graduates which was both larger and more eager to go to college than any that preceded it. Now we must add an additional measure for the 1980's and 90's. Traditional participation rates do not measure access for what is likely to be the most rapidly growing student group in the next two decades, the adult student. We need a second measure.

The admission of recent high school graduates to college, the bottleneck for the baby boom generation, was always just one narrow section along the road. The end of the road is a level of educational attainment of the adult population appropriate to the needs and capacities of a democratic and technologically advanced society.

7) a) *By 1990 the participation rate of recent high school graduates in first-year college enrollment will exceed the rate for 1980.*

b) *By 1990 the educational attainment level of adults in New York State will significanlty exceed the national mean.*

Table 4 shows the level of educational attainment of adults 25 years and over in New York State and the United States in each census year since 1940. Historically, New York has been ahead of the rest of the country in the proportion of the adult age group with four or more years of college, but behind the rest of the country in the proportion of high school graduates.* In other words, New York's adult population showed a wider range of educational attainment than other states, greater concentrations of people at the high and low extremes. The most recent population surveys (1977-79) suggests that New York is losing its advantage over the rest of the country in the proportion of college-educated adults, while moving ahead in the proportion of high-school educated adults.

To raise the educational attainment of adults in New York above that of the rest of the country, the State will have to address other problems than the college participation rate, the traditional measure of access. It will have to address, on the one hand, the low high school and college completion rates. And it will have to address, on the other hand, the problem of helping those who did not complete high school or college in the past to return to school or college and complete their educations.

New York has a high participation rate of high school graduates in post-secondary education (54.9 percent of 1979 high school seniors planned to attend postsecondary institutions within New York State). But, the rate at which students who enter the 9th grade complete high school and earn a diploma is only 71.4 percent. Moreover, of the New Yorkers who graduated from high school and entered a community college (State University and City University) in the fall of 1974, only 24 in 100 earned an associate degree after two years, and 34 in 100 after three years. These completion rates represent, not the failures of individual educational institutions, but social problems with complex causes.

What happens to the young men and women who do not complete high school or college programs which they began? Although many will be unemployed, most will find work eventually, probably below the level of their capacities. Many will take on family responsibilities. With work and family responsibilities, the return to school or college becomes increasingly difficult for these high school or college dropouts, as for other adults who may want to resume their educations to train for new careers, move ahead in their present ones, or just improve themselves. Returning adult students pose a complex challenge for colleges and the State with respect to financial aid, academic programs, and special support services for the part-time, non-residential student whose scholastic tools may have become rusty. Their numbers are bound to increase merely as a result of the expansion of the adult age-group (25 to 44 year-olds), which will be numerically and proportionally greater than the contraction of the traditional college-age group (15 to 24 year-olds). The number of adult college students will also have to increase if we are to meet the objective for educational attainment.

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*Unfortunately, the census figures do not show separately the proportion of adults with two years of college.

Table 4

COMPARISONS OF EDUCATIONAL ATTAINMENT OF ADULTS
IN NEW YORK STATE AND THE NATION
AGES 25 AND OLDER
1940-1979

	Year										
	Ages 25 and Over								Ages 25-44		
	1940	1950	1960	1970	1975	1977	1978	1979	1977	1978	1979
	Percentage of Age Group Having 4 years of High School and 0-3 Years of College										
New York State	17.4%	27.2%	31.9%	40.5%	46.2%	48.1%	49.8%	51.8%	51.5%	58.2%	59.5%
United States	19.5%	27.3%	33.4%	41.8%	48.7%	49.5%	50.2%	51.3%	58.1%	58.8%	59.6%
	Percentage of Age Group Having 4 or more Years of College										
New York State	5.5%	7.4%	8.9%	11.8%	16.6%	16.3%	16.2%	17.0%	22.0%	22.1%	22.7%
United States	4.6%	6.0%	7.7%	10.7%	13.9%	15.4%	15.7%	16.4%	21.1%	21.4%	22.0%
	Percentage of Age Group Having at Least 4 Years of High School										
New York State	22.9%	34.6%	40.8%	52.3%	62.8%	64.4%	66.0%	68.8%	79.5%	80.3%	82.2%
United States	24.1%	33.3%	41.1%	52.5%	62.6%	64.9%	65.9%	67.7%	79.2%	80.2%	81.6%

SOURCE: Census of the Population, 1940, 1950, 1960, and 1970.
Current Population Surveys, 1975, 1977, 1978, and 1979.

The recent deterioration of New York's relatively high level of educational attainment results partially from improvements in the educational attainment level in other parts of the country and partially from changes in the social and economic mix of New York's population. The educational attainment rate is rising nationwide because our complex society and technologically advanced economy require a highly educated citizenry. The changing social and economic mix of our population makes even stronger the responsibility of our State and our educators to prepare New Yorkers with educational attainment levels that at least match the Nation's.

Improving completion rates at the postsecondary level will require particular attention to blacks, Hispanics, and students from other historically disadvantaged minority groups.

8) *By 1990 the proportion of degrees awarded in New York State to members of minority groups at each degree level--associate, baccalaureate, master's, doctoral, and first-professional--will increase more than the proportion of minorities in the State's population increases.*

The proportion of blacks and Hispanics in the college-age population is increasing. These two minority groups together made up 22 percent of all ninth graders in the State (in both public and non-public schools) in 1970, and 30 percent in 1978.

The proportion of degrees earned by blacks and Hispanics is far below their representation in the population at all degree levels. The higher the level of the degree, the greater the discrepancy. Table 5, below, shows the proportion of degrees awarded in New York State to black and Hispanic students in 1976-77.

Table 5

PROPORTION OF DEGREES AWARDED TO BLACK AND HISPANIC STUDENTS IN NEW YORK STATE
1976-77

Degree Level	Percentage Awarded to Black and Hispanic Students
Associate	12.4
Baccalaureate	9.8
Master's	8.1
First-Professional	4.7
Doctoral	4.8

Source: NYSED, Postsecondary Information Systems, 1980.

The objective of raising these percentages by more than the increase in the proportion of minority members in the total student pool is interim. In the long run, the objective is that minority group members earn approximately the same proportion of degrees at all levels as their proportion in the population.

C. Diversity

9) *In 1990 New York State will continue to have a balanced system of higher education with four strong and autonomous sectors--State University, City University, the independent sector, and the proprietary sector--coordinated through the master-planning process. Each of the three major sectors will include a mixture of open-admission and selective institutions at the undergraduate level.*

This objective for diversity does not imply a significant change from present conditions. However, it will require an effort to achieve this objective because of the declining size of the student pool and different rates of change in the size or composition of the populations traditionally served by the three major sectors of postsecondary education.

Table 6, below, shows the percentage distribution of full-time undergraduate enrollment by sector from 1960 to 1979.

Table 6

PERCENTAGE SHARES OF FULL-TIME UNDERGRADUATE ENROLLMENT BY SECTOR, 1960-79

Sector	1960	1965	1970	1975	1979
SUNY	22.4	30.1	37.5	39.3	38.7
CUNY	17.9	19.0	22.0	24.0	20.3
Independent	59.7	50.9	40.5	34.6	38.0
Proprietary	- -	- -	- -	2.1	3.0

Source: NYSED, Postsecondary Information Systems, 1980.

The distribution of full-time undergraduate enrollment among the sectors shifted significantly in the 1960's with the development of the State's two public university systems. From 1970, a more stable pattern has begun to emerge, reflecting the relative maturity of State University and City University and the stable relationships formed between the respective sectors (and institutions) and specific student pools. While State policy should not seek to perpetuate the precise enrollment shares of any specific year, it should maintain some balance among the three major sectors, in order to provide students with the broadest possible diversity of choice, to promote innovation and quality by healthy competition, and to modulate extreme short-term enrollment shifts that would result in significant surplus capacity in one sector and shortages in another.

It is essential to the achievement of this objective that high quality, as well as stable size, be maintained in each sector. Each will continue to provide open access to all high school graduates in some of its institutions, while other campuses have selective admissions policies.

10) *By 1990, every collegiate-level training course or program offered in New York State by non-degree-granting organizations (including companies, unions, and government agencies) will be appropriately linked to degree programs, if the sponsor of the course or program wants such a linkage. Appropriate linkages may include listing of the course or program in the catalog of credit recommendations of the Regents Program on Noncollegiate Sponsored Instruction, formal integration of the courses into a registered program at a degree-granting institution, or agreement with a specific degree-granting institution to award credit for the courses within registered programs at the institution.*

In 1974 the Regents established the Program on Noncollegiate Sponsored Instruction on the premise that students who successfully complete collegiate-level courses of instruction should receive appropriate credit towards a college degree, no matter what the setting in which the courses were offered. (On similar premises the Regents also established the Regents External Degree Program--to give recognition to college-level learning however it occurred--and began to confer degree-granting authority on proprietary schools whose programs were judged by collegiate registration procedures to be college-level.) The Program on Noncollegiate Sponsored Instruction began to evaluate training courses offered by companies and other agencies and to publish a catalog of credit recommendations on those courses for use by colleges and universities. By April 1979 the Program had evaluated 1,332 courses offered by 98 different businesses, labor unions, government agencies, voluntary associations, and other organizations, and had recommended 1,156 courses for credit. A survey conducted in 1976-77 found that 68 percent of 170 postsecondary institutions in New York State awarded credit on the basis of the Program's recommendations.

Formal recognition of collegiate-level instruction offered by non-degree agencies is important for at least two reasons. First, it allows the student to build a course or courses taken on the job into a degree, which is a universally recognized credential that the student carries wherever he or she goes. Second, the inclusion of collegiate-level instruction by non-degree agencies in State postsecondary planning may contribute to a more efficient use of resources by saving companies, colleges, and the State the cost of offering needed instruction that is being offered or could be offered more efficiently in another setting.

The Program on Noncollegiate Sponsored Instruction, together with other activities by the State and by institutions, has demonstrated the feasibility of truly comprehensive planning of postsecondary education in New York State. It could be done in the next decade.

D. Effective Use of Resources

11) *If enrollment declines by 1990 as anticipated, the amount of State expenditure for higher education, adjusted for inflation, will be less in 1990 than in 1980, although the decrease in State expenditures will not be as large as the enrollment decline.*

In the State fiscal year 1980-81, State appropriations for higher education totaled $1.752 billion. With an enrollment decline, and adjusting for inflation, some State appropriations for higher education will fall automatically, assuming no

change in State policy. Such enrollment-driven appropriations include the Tuition Assistance Program and State aid to community colleges and, less directly, Bundy Aid and appropriations to the senior colleges of the public universities. However, because of certain costs which are either fixed or less elastic than enrollments (for example, facilities and faculty costs), expenditures cannot be cut back at the same rate as enrollment declines without diminishing the quality of educational services to the remaining students. Moreover, even in a period of enrollment decline, perhaps especially in such a period, some new money and flexibility in the allocation of existing resources are needed for improvements and innovations.

12) *By 1990 the amount of non-residential space in New York's postsecondary facilities will decrease, in comparison with 1980, although space will not decrease by as great a proportion as enrollment. The proportion of space judged to be in satisfactory condition will increase.*

In 1979 the three major postsecondary sectors reported having 86.1 million net assignable square feet (i.e., interior floor space which can be used directly for educational purposes) in non-residential facilities. This space, related to the 1979 enrollment, provided 118 net assignable square feet per full-time-equivalent student (NASF/FTES). If no new facilities were added or withdrawn between 1979 and 1990 (and some buildings are already under construction), the ratio of space per student would increase to 152 NASF/FTES solely as a consequence of the enrollment decline projected in the Note on Enrollment Projections. In the past, when New York was struggling to provide enough college facilities for a rapidly expanding student population, while they recognized necessary differences among separate campuses, the Regents regarded the ratio of 100 NASF/FTES as an appropriate measure of overall adequacy for four-year institutions.

New York's postsecondary institutions reported in the fall of 1979 that 83 percent of their existing residential and non-residential space was in satisfactory condition. To maintain and improve upon this proportion in the next decade will be primarily a problem of effective maintenance or, in some cases, replacement of the buildings already in place.

Our thirteenth objective concerns libraries.

13) *By 1990, maximum use will be made of the resources of all types of libraries in New York State to support instruction and research in the colleges and universities.*

In a period of declining financial resources coupled with the increased costs of library materials, it is important that college and university libraries work together on a collaborative basis in the development and sharing of resources. It is no longer possible for one academic library to be self-sufficient. Not only must college and university libraries engage in reciprocal and cooperative programs but increasingly they must rely on the specialized materials that can often be found in public, industrial, and research libraries.

The ability to identify and locate library resources through the evolving bibliographic data bases has provided libraries with a tool that makes it easier to know where critically needed materials for educational and research programs are

held. In order to increase access to library resources, the Department will encourage all member libraries of the Reference and Research Library Resources Systems by 1982 to participate in the regional interlibrary loan programs. Such regional interlibrary loan participation will ensure the sharing of resources by all types of libraries and, thereby, increase the availability of materials for users of college and university libraries. Commissioner's Regulations will be reviewed, and amended if necessary to further this process. To provide access to a wider range of resources, plans are being developed that will permit the New York State Interlibrary Loan Network to have a linkage with other interlibrary loan networks, thereby expanding the availability of resources to users of libraries of postsecondary education institutions.

E. Enrollment Goals

The objectives established above for Excellence, Access, Diversity, and the Effective Use of Resources imply specific enrollment goals. These enrollment goals are enrollments that are expected to occur if the objectives discussed above are achieved as a result of activities discussed later in the Plan. The enrollment projections of the Note on Enrollment Projections included in this Plan, on the other hand, are estimates of enrollments that would occur if the basic participation patterns and other determinants of enrollment continue at the same levels as in the recent past. The Regents Enrollment Goals for 1980-84 and 1988 are shown on Tables 7, 8, 9, and 10, below.

Table 7
REGENTS ENROLLMENT GOALS FOR FULL-TIME UNDERGRADUATES
1979-88

	Opening Fall 1979 (Actual)	Fall 1980	Fall 1981	Fall 1982	Fall 1983	Fall 1984		Fall 1988	
						Low	High	Low	High
State University									
Four-Year Campuses[1]	107,679	110,650	108,800	107,000	103,750	98,450	103,440	90,260	97,100
Agric. & Technical	20,680	19,850	19,300	19,000	18,400	17,300	18,170	16,150	17,760
Community Colleges	83,249	80,850	76,700	75,050	72,400	67,390	70,800	62,840	67,210
Total	211,608	211,350	204,800	201,050	194,550	183,140	192,410	169,250	182,070
City University									
Four-Year Colleges[2]	74,635	73,540	72,430	71,530	69,710	66,380	69,740	61,010	65,630
Two-Year Colleges	36,571	37,960	37,720	37,570	37,340	36,210	38,040	34,410	37,030
Total	111,206	111,500	110,150	109,100	107,050	102,590	107,780	95,420	102,660
Independent									
Four-Year Institutions	198,844	200,350	199,050	196,300	190,000	179,880	188,990	164,260	176,700
Two-Year Institutions	8,806	8,100	8,100	7,950	7,700	7,230	7,600	6,820	7,340
Total	207,650	208,450	207,150	204,250	197,700	187,110	196,590	171,080	184,040
Proprietary									
Total	16,100	16,600	17,250	17,100	16,900	16,290	17,110	16,420	17,670
GRAND TOTAL	546,564	547,900	539,350	531,500	516,200	489,130	513,890	452,170	486,440

[1] Fashion Institute of Technology is included in the community college total but not the four-year total.

[2] Lower Division Enrollments at the College of Staten Island are now included in the four-year total following a change in the status of that campus.

Source: NYSED, Postsecondary Information Systems, 1980.

Table 8
REGENTS ENROLLMENT GOALS FOR PART-TIME UNDERGRADUATES
1979-88

	Opening Fall 1979 (Actual)	Fall 1980	Fall 1981	Fall 1982	Fall 1983	Fall 1984		Fall 1988	
						Low	High	Low	High
State University									
Four-Year Campuses[1]	21,302	20,050	19,950	19,850	20,300	19,890	20,900	20,130	21,660
Two-Year (including Community Colleges and Ag. & Tech. colleges)	90,328	88,400	88,400	88,500	90,900	89,520	94,040	91,580	98,520
Total	111,630	108,450	108,350	108,350	111,200	109,410	114,940	111,710	120,180
City University									
Four-Year Colleges[2]	35,293	36,300	35,470	34,640	34,740	33,950	35,670	32,200	34,420
Two-Year Colleges	14,178	14,100	13,780	13,460	13,510	13,280	13,950	12,620	13,800
Total	49,471	50,400	49,250	48,100	48,250	47,230	49,620	44,820	48,220
Independent									
Four-Year Institutions	64,309	63,100	62,600	62,150	63,300	62,040	65,180	62,140	66,840
Two-Year Institutions	2,873	2,350	2,350	2,300	2,350	2,310	2,430	2,300	2,470
Total	67,182	65,450	64,950	64,450	65,650	64,350	67,610	64,440	69,310
Proprietary									
Total	6,593	6,400	6,300	6,200	6,250	6,140	6,450	5,960	6,410
GRAND TOTAL	234,876	230,700	228,850	227,100	231,350	227,130	238,620	226,930	244,120

[1] Fashion Institute of Technology is included in the community college total but not the four-year total.

[2] Lower Division Enrollments at the College of Staten Island are now included in the four-year total following a change in the status of that campus.

Source: NYSED, Postsecondary Information Systems, 1980.

Table 9
REGENTS ENROLLMENT GOALS FOR GRADUATE STUDENTS
1979-88

	Opening Fall 1979 (Actual)	Fall 1980	Fall 1981	Fall 1982	Fall 1983	Fall 1984		Fall 1988	
						Low	High	Low	High
Full-Time									
State University	10,888	11,000	10,950	10,950	11,200	11,030	11,580	11,080	11,920
City University	4,658	4,350	4,300	4,200	4,250	4,110	4,320	4,030	4,340
Independent	30,004	29,800	29,550	29,350	29,900	29,270	30,750	29,220	31,440
Total	45,550	45,150	44,800	44,500	45,350	44,410	46,650	44,330	47,700
Part-Time									
State University	18,519	19,750	19,900	20,000	20,650	20,470	21,500	21,220	22,830
City University	11,515	10,900	10,750	10,550	10,700	10,350	10,880	10,150	10,920
Independent	68,753	68,550	68,500	68,450	70,250	69,140	72,640	70,410	75,750
Total	98,787	99,200	99,150	99,000	101,600	99,960	105,020	101,780	109,500
GRAND TOTAL	144,337	144,350	143,950	143,500	146,950	144,370	151,670	146,110	157,200

Source: NYSED, Postsecondary Information Systems, 1980.

Table 10
REGENTS ENROLLMENT GOALS FOR FIRST-PROFESSIONAL STUDENTS
1979-88

	Opening Fall 1979 (Actual)	Fall 1980	Fall 1981	Fall 1982	Fall 1983	Fall 1984		Fall 1988	
						Low	High	Low	High
Full-Time									
State University	4,058	4,058	4,058	4,058	4,058	3,958	4,158	3,910	4,206
City University	--	0	170	315	450	450	450	450	450
Independent	17,020	17,020	17,020	17,020	17,020	16,600	17,440	16,399	17,641
Total	21,078	21,078	21,248	21,393	21,528	21,008	22,048	20,759	22,297
Part-Time									
State University	--	--	--	--	--	--	--	--	--
City University	--	--	--	--	--	--	--	--	--
Independent	2,095	2,095	2,095	2,095	2,095	2,043	2,147	2,019	2,171
Total	2,095	2,095	2,095	2,095	2,095	2,043	2,147	2,019	2,171
GRAND TOTAL	23,173	23,173	23,343	23,488	23,623	23,051	24,195	22,778	24,468

Source: NYSED, Postsecondary Information Systems, 1980.

Note on the Regents Enrollment Goals

The enrollment projections for New York State provided in the Note on Enrollment Projections at the end of this Plan are estimates of future enrollment levels based on the assumption that all major factors affecting enrollment patterns remain the same as in the recent past. These projections are a critical element for establishing the basic context in which planning takes place. They also provide an important reference point against which to assess both potential and actual effects of different activities and initiatives. If actual enrollment is different from the projections, one can infer that some change has taken place to cause the projection to be incorrect. To the extent that one can anticipate the effect of different activities and initiatives on the factors and relationships used in the projection model, one can use the model to estimate their effect on enrollment levels. Taking this concept one final step, if the initiatives are designed to accomplish the objectives of the Regents for the higher education system, this process can be used to develop the Regents enrollment goals. The Regents enrollment goals thus are the enrollment levels that would occur if activities and initiatives are undertaken to accomplish the objectives in this Plan:

ENROLLMENT GOALS =
ENROLLMENT PROJECTIONS + ADJUSTMENTS FOR INITIATIVES

Implementing this basic strategy poses some problems. Ideally, one would identify all the possible combinations of actions and initiatives that would accomplish the Regents objectives and then, taking into account costs and uncertainties, select the one best total program. Unfortunately, however, sufficient information about the basic patterns and relationships in higher education is not available to be able to use this approach. Instead, a less sophisticated procedure that refers only to the objectives must be used.

Achievement of each of the Regents objectives carries with it specific implications for enrollment levels. The total effect on enrollment of achieving all the objectives therefore provides the adjustment necessary to transform the enrollment projections into enrollment goals. Caution needs to be exercised in this process, however. A change in enrollment resulting from attainment of one objective can also influence other objectives, which means that care must be taken not to double-count. For example, increasing college entrance rates of minorities would also result in higher proportions of degrees for minorities, and vice versa. In some cases it will also be necessary to make assumptions about the specific actions taken to accomplish the objectives. For example, we can increase the number of minorities obtaining college degrees by increasing either entrance rates or retention rates of minority groups. Similarly, one might be able to accomplish the objective by taking significant action in only one sector or by taking lesser steps in all sectors. The enrollment goals presented in this Plan are based on a large number of assumptions.

The adjustments made in the projections to obtain the enrollment goals are based on achievement by 1990 of the set of objectives laid out in this Plan. The specific statewide effects of the individual objectives on the major types of enrollment are shown in Table 11, below. Table 11 also shows the total effect of all the objectives in 1984 and 1988 as well as 1990. This illustrates clearly the phasing-in that is expected for achievement of the objectives. It is important to

note that the total effect of all the objectives is less than the sum of the effects of the individual objectives. This reflects the fact that certain changes in enrollment will be related to more than one objective.

Given the statewide enrollment adjustments in Table II, one must allocate the increases over the projections to the various sectors and levels of institutions. This allocation has been made in proportion to the enrollment patterns and shares expected to occur in the 1980's, in keeping with the Regents objective to maintain the strength and vitality of the three major sectors.

Following the general procedures described above, the Regents have prepared the Enrollment Goals shown in Tables 7, 8, 9, and 10, above.

Table II

ENROLLMENT CONSEQUENCES OF
MEETING STATEWIDE PLAN OBJECTIVES

Objective	1990 Enrollment Increases			
	Full-Time Undergrad.	Part-Time Undergrad.	Full-Time Graduate	Part-Time Graduate
Excellence Goal				
Reduction in Outmigration & Increase in Retention	14,250	2,800	200	450
Percent Students from Out of State (4a)	5,000	2,700	425	1,000
Merit & Westinghouse Scholars Choosing NYS (4b)	675	--	--	--
Regents Scholarships Accepted (4c)	13,400	--	1,000	--
Research, Quality & Capacity (5a, 5b)	--	--	--	--
Access Goal				
Participation Rates of HSG (7a)	6,800	--	--	--
Educ. Attainment Levels of Adults (7b)*	24,000	8,000	1,800	3,100
Share of Degrees Awarded to Minority Groups (8)*	24,000	8,000	1,800	3,100
Diversity Goal				
Balanced System (9)	--	--	--	--
Linkage with Nondegree Organizations (10)	500	2,000	500	1,000
Effective Use of Resources Goal				
Expenditure/Decline (11)	--	--	--	--
Nonresidential Space (12)	--	--	--	--
Library Resources (13)	--	--	--	--
AGGREGATE INFLUENCE 1990**	51,400	13,400	13,500	3,250
1988	26,000	6,900	1,700	2,400
1984	2,700	1,100	250	350

* See explanation in text (p. 30).

** The aggregates are less than the sum of the enrollment influences for each objective since meeting one objective frequently results in other objectives being met as well.

Source: NYSED, Postsecondary Information Systems, 1980.

Note on the Cost Implications of the Plan

This Plan does not presume any overall increase in current dollars in the total State appropriations devoted to postsecondary education. This statement applies to the net effect of the two major components of the Plan which would affect such appropriations: the enrollment declines projected in the Note on Enrollment Projections (not the Regents Enrollment Goals proposed above), tending to decrease State appropriations, and the Plan's objectives and related activities, tending to increase them. It is important to note what is not contemplated by the presumption regarding future State appropriations. Neither the past nor the future effects of inflation are encompassed in the statement, since the former requires analysis of the discrete and varying impacts in specific cost areas such as energy, library acquisitions, and scientific equipment, while the latter is totally unpredictable. It must be assumed that the State, within its capacity to meet the future inflationary impacts for all State programs, will provide equitably the resources to postsecondary education to meet such trends. Also not encompassed is the cost that would be incurred to correct any inadequacies or inconsistency that may exist in the distribution of current funding for specific programs or institutions.

All of these elements not considered are appropriately within the purview of other responsible parties and do not lend themselves to consideration in a statewide educational plan.

Further, this Plan is not based on only one possible future with a fixed timetable. There is, therefore, no one set of cost implications for the Plan, either in aggregate or for any one year. Acceptance of the recommended goals and objectives does not imply commitment to any one resource level or course of action. Although priorities have been indicated for the activities in support of the objectives, the objectives can be accomplished by various approaches or combination of approaches.

The Plan projects no additional cost to the State for activities of the Education Department. It indicates the Department's priority activities in the area of postsecondary education. The Department intends to seek outside funding for some of these activities, and will, if necessary, accomplish the others through the reallocation of the current level of its resources. Cost estimates for sector and institutional activities consistent with this Plan will be discussed when they are submitted in the fall of 1981.

Projected Enrollment Declines and Current Policies

It appears simple to project the changes in State appropriations that might occur due to the effect of the projected enrollment decline on what are basically enrollment-driven funding mechanisms. Such a projection could serve as a "baseline" from which the additional cost of certain recommendations could be measured. However, some of the mechanisms (State aid to community colleges, aid to independent institutions, and the Tuition Assistance Program) are more directly tied to enrollment than others (State appropriations for SUNY and CUNY senior colleges). Further, even using current dollars, costs, and tuition rates, it is difficult to estimate accurately the potential effect of enrollment declines on some of those mechanisms which are tied directly to enrollment. For example, it

would seem a simple matter to project the decline in Tuition Assistance Program appropriations by multiplying the expected decline in full-time students by sector by the average award by sector. However, the projected profile of students indicates that the decline in enrollment will be made up of students now receiving lower than average awards.

Although the precise effects of the enrollment declines on current funding mechanisms cannot be estimated with an acceptable degree of accuracy, it is clear that some of these funding mechanisms must be modified to recognize that institutional fixed costs do not decline proportionately to enrollment and to allow a multi-year period for institutions to adjust spending downward where enrollment falls precipitously, as reflected in the objectives and activities proposed under the Regents goal, the "Effective Use of Resources."

Allocation of Resources to Meet Plan Objectives

This Plan outlines some of the reasons why additional costs are warranted, with "additional" being defined as costs beyond those which the State would otherwise incur if it pursued current policies in conjunction with the projected enrollment decline. Among these reasons are: the need for the increased contribution of postsecondary education to the economy of the State; the enhancement of educational quality; the extension of access and the expansion of opportunity; the remediation of prior disadvantage; the objective of improving educational attainment levels; the maintenance of an appropriate socio-economic mix of students throughout the postsecondary system; and the concurrent enrollment goals of the Plan.

Allocation of Fiscal Resources

To support these in a way that takes into account the State's limited resources, the Regents propose that a portion of the dollar value of the decline in State appropriations (in constant dollars) that would otherwise result from enrollment declines be allocated back to postsecondary education. No specific proportions are recommended for this purpose. To arrive at appropriate proportions will require the involvement of all concerned in the financing of postsecondary education.

It is envisioned that such calculations would be done for each budget year, with the funds to be allocated to postsecondary education to be arrived at by taking into account all of the categories of State expenditure for postsecondary education (including both institutional and student aid). Further, it is intended that these funds be distributed in accordance with the overall priorities for postsecondary education and not necessarily to the categories or programs from which they originated. The Plan does presume, then, some reallocation of fiscal resources. This will require a more nearly comprehensive, integrated, and therefore planned, approach to all of the components and funding mechanisms involved in postsecondary education.

The extent to which these funds are allocated back to postsecondary education will depend upon the reasonableness of the operational plans that will be developed to accomplish the objectives and activities in this Plan and the priority which the State is willing and able to give the goals of the Plan.

GOALS, OBJECTIVES, AND ACTIVITIES IN THE 1980 PLAN

The following chart is structured to show the Goals, Objectives, and Activities of this Plan.

Goals

The goals, four in number, are the overall guiding principles directing efforts in higher education in New York over the coming years. They describe the ways in which the postsecondary system as a whole should pursue its mission. They provide a general framework within which specific objectives can be set.

Objectives

Under each of the four goals are specific objectives to be achieved by 1990, totalling thirteen in number. These will help to direct the efforts of the higher educational community towards the goals in a measurable fashion.

Activities

Finally, for each goal there are activities which the Department, the institutions and sectors, and administrative agencies involved in higher education can begin within the next four years in order to move toward the goals. It should be noted that it is possible for a given activity to be working towards more than one objective at a time.

The format of this Plan is a significant departure from the approach taken in previous plans. Because of the time schedules involved, the master plans prepared by the State University of New York, The City University of New York, and the Commission on Independent Colleges and Universities, in response to statutory requirements and the Bulletin for the 1980 Statewide Plan, necessarily do not follow the same design as this Plan. To assist the Regents in encompassing their master plans within the format of this Plan, each of those three sectors has agreed to give the Regents a statement, by September 1, 1981, of the activities that will be undertaken and the measures that will be used to determine progress in realizing the plan. These objectives and measures will be incorporated into the following chart and transmitted to the Governor by November 1, 1981.

GOALS, OBJECTIVES AND ACTIVITIES IN THE 1980 PLAN

Goal: A. **EXCELLENCE.** TO PROMOTE AND MAINTAIN ACADEMIC FREEDOM AND RESPONSIBILITY AND HIGH QUALITY IN ALL ENDEAVORS OF EACH INSTITUTION, WHATEVER ITS MISSION, AND OF THE POSTSECONDARY SYSTEM AS A WHOLE.

Objectives:

1. *By 1990 the quality of education in New York's postsecondary institutions will be improved, as indicated by the level of student skills and knowledge demonstrated on performance measures developed or selected by the institutions.*

2. *By 1990, in the aggregate, the proportion of students completing degree programs in New York's postsecondary institutions will be improved:*

   a) *in comparison with the proportion completing programs in 1980, and*

   b) *in relation to the proportion completing programs in other states, as measured by the ratio of degrees awarded in one year to freshman enrollment two and four years earlier.*

3. *By 1990 the quality of education offered by postsecondary institutions in New York will be improved, as evidenced by their graduates' record of job placement and admission to more advanced levels of study and as measured by the institutions.*

Major Activities

A.1 In 1982, institutions will identify in their progress reports their existing requirements related to the development of communication skills (e.g. courses, examinations). The Department, in cooperation with the sectors, will develop guidelines for a variety of measurable standards through which different types and levels of institutions offering associate or bachelor's degrees will assure that their graduates possess appropriate communication skills. By 1984, every such institution will have implemented such a program for its undergraduates.

A.2 In their 1982 progress reports, institutions will report on current student retention levels and current efforts to increase student retention, and propose new efforts. By 1984, they will have implemented new efforts to increase retention of students.

A.3 By 1984, a program will be developed to focus an increased portion of the colleges' and universities' research capability on the State's top priorities.

A.4 By 1984 the 119 college and university libraries that have computer terminals for access to bibliographic data bases will increase 50 percent and will also have access to the New York State Library. In their 1982 progress reports, institutions will report on access to bibliographic utilities.

A.5 By 1984 the number of colleges and universities that provide library user instruction to their students will have increased from 140 to 200. Information on the programs will be gathered in the 1982 progress reports.

a) *For certificate and associate degree programs, the proportions of occupational graduates placed in related jobs and of liberal arts students and graduates who transfer to baccalaureate programs will increase.*

b) *For baccalaureate programs, the proportions of graduates admitted to graduate and professional programs or placed in jobs related to their undergraduate programs of study will improve.*

c) *For graduate programs, the proportion of doctoral degree-holders placed in academic or non-academic positions broadly related to their educations will improve.*

4. *By 1990 the quality of New York's colleges and universities will be improved, relative to the rest of the Nation, by the following measures of student choice:*

a) *New York will advance its position in the ranking of states by the proportion of students attracted from other states and abroad.*

b) *The proportions of National Merit Scholars and Westinghouse Scholars choosing to study in New York will increase.*

c) *The proportion of students offered Regents College Scholarships who accept those Scholarships to study at New York colleges and universities will increase.*

A.6 By June 1981, a committee established by the Association of Colleges and Universities of the State of New York (ACUSNY) will make recommendations on faculty development and new missions for higher education. Their recommendations will be the basis for new activities aimed at meeting the objectives for excellence, access, and diversity by 1990.

A.7 In their 1982 progress reports institutions will propose and use measurable standards for evaluating their success in carrying out their missions. They will be invited to propose measurable standards suitable for aggregate use statewide, as well.

A.8 By 1984, with external grant support, the Department will develop indicators and assessment procedures to permit identification of academic excellence and fiscal health in postsecondary institutions.

Other Activities

A.9 By 1982, following a process of review by the Education Department, each institution will have in place an approved standard for satisfactory academic progress pursuant to the regulations governing State student financial aid programs.

A.10 By 1984, in at least one Regents region there will be a new project in operation in which institutions will work with the State's multi-national corporations and corporations engaged in international trade to meet their needs for education and training of employees in foreign languages and foreign customs.

5. *By 1990 the amount and quality of research at New York's colleges and universities will increase to the point that:*

   a) *New York institutions will account, in the aggregate, for more than 10 percent of all college and university research expenditures in the United States, and*

   b) *New York's leading research universities will hold or improve their national rankings in terms of research expenditures.*

6. *By 1990 the quality of instruction and research at New York's colleges and universities will be improved by the following improvements in academic support services:*

   a) *the library collections of New York (which represent one tenth of the academic library resources of the entire nation) will increase so that New York maintains its current leadership position among the states;*

   b) *students, faculty, and other researchers in New York's colleges and universities will have total bibliographic access to all academic library resources in the State;*

   c) *two-thirds of New York's colleges and universities will provide quality library user instruction for their students; and*

   d) *all students will have access to computers, and training in their use, appropriate to their programs and levels of study.*

See also Objective 7b.

A.11 By 1984 there will be several new joint projects between universities and industries in scientific fields as a result of encouragement by the Department and the State Science and Technology Foundation.

See also Activities C.7 and C.8.

Goal: B. **ACCESS.** TO PROVIDE EQUAL OPPORTUNITY FOR POSTSECONDARY EDUCATION FOR ALL NEW YORKERS WITHOUT DISCRIMINATION ON ANY GROUNDS (INCLUDING AGE, RACE, SEX, CREED, NATIONAL ORIGIN, GEOGRAPHIC LOCATION, ECONOMIC STATUS, OR HANDICAPPING CONDITION), INCLUDING EQUAL OPPORTUNITY FOR ALL WHO ARE ADMITTED TO POSTSECONDARY INSTITUTIONS TO COMPLETE THE COURSES AND PROGRAMS IN WHICH THEY ARE ENROLLED.

Objectives:

7. a) *By 1990 the participation rate of recent high school graduates in first-year college enrollment will exceed the rate for 1980.*

   b) *By 1990 the educational attainment level of adults in New York State will significantly exceed the national mean.*

8. *By 1990 the proportion of degrees awarded in New York State to members of minority groups at each degree level —associate, baccalaureate, master's, doctoral, and first professional — will increase more than the proportion of minorities in the State's population increases.*

Major Activities

B.1 By 1984 the State will adopt revised policies of student financial aid and special support for the economically and educationally disadvantaged to bring these policies into line with changes in the composition of the student pool. The revised policies will be consistent with the principles enumerated below.

(a) All economically and educationally disadvantaged college students should have equal access to the financial aid and academic support they need to complete their programs.

(b) The period of entitlement for financial support for underprepared students should be longer than the traditional two or four years for an associate or baccalaureate degree, provided the students are enrolled in comprehensive and effective programs of remedial study.

(c) State student financial aid policy and award levels should promote a balanced socioeconomic mix of students at public and independent institutions of varying degrees of selectivity.

(d) State financial aid programs should be coordinated with Federal programs with respect to application, eligibility, award, length of entitlement, and accountability, so long as such coordination is in the best interest of New York students.

(e) State financial aid policy should not discriminate between traditional college-age students and adult students, or between full-time and part-time students.

B.2 By 1984, with outside funding, the Regents will develop a project to identify in high school, or sooner, potential minority-group candidates for the licensed professions and to provide special guidance and information for them. This will involve articulation among high schools, colleges, and professional schools as well as work with the State Boards for the Professions.

B.3 The six Education Information Centers will continue to provide educational and career counseling to the people of New York who request it. If funds are available, by 1984 an additional 12 Education Information Centers will be established.

B.4 By 1982, permanent standards for pupil performance will be incorporated in the criteria for registration of high schools. The Regents have already adopted a tentative standard that requires that by June 1981, not less than 85 percent of the high school seniors in the State will pass the Regents Competency Tests or the appropriate Regents Examinations or earn appropriate scores on SAT/ACT tests.

B.5 By 1982 the Regents will define the role of degree-granting and non-degree postsecondary institutions within a comprehensive youth employment policy aimed at helping unemployed youths who left school before earning the high school diploma to complete their education and develop the skills they need to find satisfying and rewarding employment.

B.6 By 1982 the Regents will have advanced the program to strengthen articulation between elementary/secondary and postsecondary education. Specific information on established relationships between the colleges and universities and the elementary and secondary school systems will be gathered through the 1982 progress reports.

B.7 By 1984, planning reviews for establishing branch campuses and extension centers will be carried out with the involvement of regional organizations in at least two Regents regions. Three such groups are currently developing proposals for ways to provide such advice.

B.8 In 1982, in light of the emerging development of teaching as a licensed profession, institutions with teacher-training programs will report, in their progress reports, on steps to accomplish the following:

(a) review of their methods of instruction for teaching candidates to be sure that those skills, attitudes, and behaviors required by any proposed licensure examinations and internships are being effectively taught;

(b) development of the appropriate role for post-secondary institutions in any new system of internship; and

(c) establishment of strong relationships between preparatory instructional programs and in-service training activities.

Other Activities

B.9 In 1982, New York's degree-granting institutions will award 10 percent more course credits for successful results on New York State College Proficiency Examinations than the 23,000 credits they awarded in 1978-79. In 1984, they will award 20 percent more credits for such results than in 1978-79.

B.10 By 1982, the Regents will have awarded over 16,000 Regents External Degrees, an increase of 3,000 from the total awarded as of 1980. By 1984, they will have awarded a total of 20,000 Regents External Degrees.

B.11 In 1982, the number of persons who use the services of the Regents Volunteer Advisor Network will be over 23 percent higher than the approximately 13,000 persons who will use such services in 1980. In 1984, the number will be over 38 percent higher than in 1980.

See also Activity A.6.

Goal: C. DIVERSITY. TO PRESERVE AND FOSTER A DIVERSITY OF INSTITUTIONS AND PROGRAMS SO THAT STUDENTS MAY CHOOSE AND STUDY IN THOSE APPROPRIATE TO THEIR NEEDS, INTERESTS, AND ABILITIES FROM A WIDE RANGE REFLECTING THE FULL DIVERSITY OF OUR STATE.

Objectives:

9. *In 1990 New York State will continue to have a balanced system of higher education with four strong and autonomous sectors--State University, City University, the independent sector, and the proprietary sector--coordinated through the master-planning process. Each of the three major sectors will include a mixture of open-admission and selective institutions at the undergraduate level.*

10. *By 1990, every collegiate-level training course or program offered in New York State by non-degree-granting organizations, (including companies, unions, and government agencies) will be appropriately linked to degree programs if the sponsor of the course or program wants such a linkage. Appropriate linkages may include listing of the course or program in the catalog of credit recommendations of the Regents Project on Noncollegiate Sponsored Instruction, formal integration of the courses into a registered program at a degree-granting institution, or agreement with a specific degree-granting institution to award credit for the courses within registered programs at the institution.*

Major Activities

C.1 In 1982 institutions will identify in their progress reports education and training programs which they conduct in conjunction with employers or employees' associations, and institutional offices or activities for liaison with employers or employees' associations. By 1984, the State Education Department will establish formal means for linking the higher education master-planning process with education and training programs in the private sector where an interest in such connections has been expressed.

See also Activity B.1(c).

Other Activities

C.2 By 1984, there will be several new joint projects between postsecondary institutions and industrial companies for the purpose of enhancing working conditions and other aspects of industrial operations.

C.3 By 1984, the Education Department, the Department of Commerce, and ACUSNY will develop and implement a coordinated "I Love New York Colleges" campaign to bring to potential postsecondary students, both in New York and out-of-state, better information about the strength, diversity, and programmatic uniqueness of higher education in New York.

C.4 By 1982, the Regents and ACUSNY will have reviewed the costs and benefits of the enrollment of foreign students in New York and developed specific plans for influencing such enrollment.

C.5 By 1984, the master plan amendment system will have been reviewed, in cooperation with all sectors and the Division of the Budget, to reexamine the appropriateness for the 1980's of the kinds of changes in institutional activities that require master plan amendment. A revised system will be implemented if warranted.

C.6 By 1984, all advertising by degree-granting institutions will conform to the voluntary inter-sector code of ethics concerning advertising jointly promulgated by the sector leaders and the Commissioner.

C.7 With the advice of the Doctoral Council, the Regents and institutions will cooperate to assure that New York receives by 1984 an appropriate share of Federal support for Graduate and Undergraduate Language and Area Centers under Title VI of the Higher Education Act (as added by the Education Amendments of 1980) and that at least three New York institutions will have such centers.

C.8 Institutions and State government will work together to secure designation by 1984 of institutions now located in urban areas of New York as Urban Grant Institutions, under the Urban Grant University Program of the Higher Education Act (as added by the Education Amendments of 1980), and to secure the maximum available share (15 percent) of Federal funding under that program. Over 60 institutions in six areas of the State are potentially eligible.

See also Activity A.6.

Goal: D. EFFECTIVE USE OF RESOURCES.
TO ACHIEVE THE MOST EFFECTIVE USE OF THE RESOURCES ALLOCATED TO POST-SECONDARY EDUCATION, CONSISTENT WITH THE STATE'S FISCAL CONDITION AND THE GOALS OF EXCELLENCE, ACCESS, AND DIVERSITY.

Objectives:

11. If enrollment declines by 1990 as anticipated, the amount of State expenditures for higher education, adjusted for inflation, will be less in 1990 than in 1980, but the decrease in State expenditures will not be as large as the enrollment decline.

12. By 1990 the amount of non-residential space in New York's postsecondary facilities will decrease, in comparison with 1980, but space will not decrease by as great a proportion as enrollment. The proportion of space judged to be in good condition will increase.

13. By 1990, maximum use will be made of the resources of all types of libraries in New York State to support instruction and research in the colleges and universities.

Major Activities

D.1 By 1984, the formulae and procedures governing State financial support for higher education will be readjusted for a period of declining enrollment, as follows:

(a) The annual program budget requests of the State and City universities and the Education Department (including aid programs for independent institutions) will identify those portions of the requests which would contribute to the achievement of objectives and activities contained in the Statewide Plan.

(b) Formulae and procedures governing institutional aid will (i) take into account the fact that all institutional costs do not decrease in direct proportion to enrollment declines and (ii) allow a multi-year period for institutions to adjust spending downward where enrollment falls precipitously.

(c) In view of the limited State resources available for improvements and new initiatives in postsecondary education, a portion of the dollar value of the cost reduction which would otherwise accrue to the State from the effects of enrollment decline on institutional and student aid programs will be directed back to postsecondary education through the annual budget process to support improvements and initiatives.

(d) To encourage management decisions which would result in the more effective use of resources in the public sectors, such as the consolidation or closing of programs or institutions, intra-system cooperation, or improved management and technology application, the real savings, adjusted for the effect of enrollment declines, should be reallocated to the institution or system which initiated the action.

D.2 By 1982, the Governor, the Legislature, the Dormitory Authority, and all other agencies which review proposals for new higher education capital construction will approve no major projects for new facilities unless they are accompanied by a Higher Education Construction Impact Statement which clearly demonstrates that the long-term need for the proposed facility justifies the long-term costs to the institution, the State, and the public. The Higher Education Construction Impact Statement shall include:

(a) the reasons the facility is needed, including the programs and enrollment to be served over the period of 20 to 30 years;

(b) the costs of the new facility, including cost of construction, annual carrying cost of new debt, and annual operating and maintenance costs;

(c) the source of revenues to cover capital and operating costs of the new facility;

(d) alternatives to new construction, including rental, rehabilitation, sharing facilities with other colleges of the same or different sectors, increased use of existing facilities, and deferral of new programs, and the reasons why these alternatives were rejected; and

(e) the importance of the proposed facility in comparison with all other proposals for new construction from the same institution, and, in the case of the public universities, from the same system.

D.3 By 1982, relevant intersector considerations will be made in major capital decisions for each of the public sectors.

D.4 By 1984, constraints on funding of capital projects for renovation and rehabilitation from bond proceeds will be analyzed.

D.5 In 1981, the Regents and the Department will hold an invitational conference on Management of Postsecondary Education. One expected outcome of the conference will be publication of papers describing models of effective or innovative fiscal management. In 1982, institutions will describe in their progress reports efforts they are making to increase their cost-effectiveness in all facets of their operations; summaries of those reports will be distributed throughout the higher education community.

D.6 Through Regional Councils and ad hoc arrangements, institutions will be encouraged during the next four years to share information about successful technology use, energy conservation, shared services, and other cost-effective activities.

D.7 By 1982, the Department will encourage all libraries that are members of the Reference and Research Library Resources Systems (3 R's) to participate in regional interlibrary loan programs by lending their resources, which will ensure the sharing of resources to support instruction and research. The Department will collect data on interlibrary loan activity that will be used in this assessment.

(a) Commissioner's Regulations governing the Reference and Research Library Resources Systems and the Public Library Systems will be reviewed, and amended if necessary to further encourage member libraries of these systems to participate in regional interlibrary loan programs.

(b) By 1984, the New York State Interlibrary Loan Network (NYSILL) will interface with other interlibrary loan networks which will provide the users of college and university libraries in New York State access to a wider range of library and information resources not only in the State but throughout the nation.

See also Activity C.1.

Other Activities

D.8 Beginning in the fall of 1980, the Education Department is collecting selected enrollment and facilities data which will allow a more accurate portrayal of space needs than did the data collected in past years. By 1982, these data will be applied to the new criteria and will substantially contribute to the scope and quality of future facility decisions. By 1984, in consultation with appropriate parties, the Education Department will refine and extend the criteria for making more rational decisions about existing space and for evaluating the need for, and priority of, major capital projects.

D.9 By 1982, the Department will assist institutions to plan more effectively by identifying the types of information they need, identifying potential sources of that information, and establishing a clearinghouse to provide it to them.

Enrollment Goals: The objectives established above for Excellence, Access, Diversity, and the Effective Use of Resources imply specific enrollment goals. These enrollment goals are enrollments that are expected to occur if the objectives discussed above are achieved as a result of activities discussed later in the Plan. The enrollment projections in the Note included in this Plan, on the other hand, are estimates that would occur if the basic participation patterns and other determinants of enrollment continue at the same levels as in the recent past. The Regents Enrollment Goals for 1980-84 and 1988 are shown in Tables 7, 8, 9, and 10, reproduced below.

Table 7
REGENTS ENROLLMENT GOALS FOR FULL-TIME UNDERGRADUATES
1979-88

	Opening Fall 1979 (Actual)	Fall 1980	Fall 1981	Fall 1982	Fall 1983	Fall 1984		Fall 1988	
						Low	High	Low	High
State University									
Four-Year Campuses[1]	107,679	110,650	108,800	107,000	103,750	98,450	103,440	90,260	97,100
Agric. & Technical	20,680	19,850	19,300	19,000	18,400	17,300	18,170	16,150	17,760
Community Colleges	83,249	80,850	76,700	75,050	72,400	67,390	70,800	62,840	67,210
Total	211,608	211,350	204,800	201,050	194,550	183,140	192,410	169,250	182,070
City University									
Four-Year Colleges[2]	74,635	73,540	72,430	71,530	69,710	66,380	69,740	61,010	65,630
Two-Year Colleges	36,571	37,960	37,720	37,570	37,340	36,210	38,040	34,410	37,030
Total	111,206	111,500	110,150	109,100	107,050	102,590	107,780	95,420	102,660
Independent									
Four-Year Institutions	198,844	200,350	199,050	196,300	190,000	179,880	188,990	164,260	176,700
Two-Year Institutions	8,806	8,100	8,100	7,950	7,700	7,230	7,600	6,820	7,340
Total	207,650	208,450	207,150	204,250	197,700	187,110	196,590	171,080	184,040
Proprietary									
Total	16,100	16,600	17,250	17,100	16,900	16,290	17,110	16,420	17,670
GRAND TOTAL	546,564	547,900	539,350	531,500	516,200	489,130	513,890	452,170	486,440

[1] Fashion Institute of Technology is included in the community college total but not the four-year total.

[2] Lower Division Enrollments at the College of Staten Island are now included in the four-year total following a change in the status of that campus.

Source: NYSED, Postsecondary Information Systems, 1980.

Table 8
REGENTS ENROLLMENT GOALS FOR PART-TIME UNDERGRADUATES
1979-88

	Opening Fall 1979 (Actual)	Fall 1980	Fall 1981	Fall 1982	Fall 1983	Fall 1984		Fall 1988	
						Low	High	Low	High
State University									
Four-Year Campuses[1]	21,302	20,050	19,950	19,850	20,300	19,890	20,900	20,130	21,660
Two-Year (including Community Colleges and Ag. & Tech. colleges)	90,328	88,400	88,400	88,500	90,900	89,520	94,040	91,580	98,520
Total	111,630	108,450	108,350	108,350	111,200	109,410	114,940	111,710	120,180
City University									
Four-Year Colleges[2]	35,293	36,300	35,470	34,640	34,740	33,950	35,670	32,200	34,420
Two-Year Colleges	14,178	14,100	13,780	13,460	13,510	13,280	13,950	12,620	13,800
Total	49,471	50,400	49,250	48,100	48,250	47,230	49,620	44,820	48,220
Independent									
Four-Year Institutions	64,309	63,100	62,600	62,150	63,300	62,040	65,180	62,140	66,840
Two-Year Institutions	2,873	2,350	2,350	2,300	2,350	2,310	2,430	2,300	2,470
Total	67,182	65,450	64,950	64,450	65,650	64,350	67,610	64,440	69,310
Proprietary									
Total	6,593	6,400	6,300	6,200	6,250	6,140	6,450	5,960	6,410
GRAND TOTAL	234,876	230,700	228,850	227,100	231,350	227,130	238,620	226,930	244,120

[1] Fashion Institute of Technology is included in the community college total but not the four-year total.

[2] Lower Division Enrollments at the College of Staten Island are now included in the four-year total following a change in the status of that campus.

Source: NYSED, Postsecondary Information Systems, 1980.

Table 9
REGENTS ENROLLMENT GOALS FOR GRADUATE STUDENTS
1979-88

	Opening Fall 1979 (Actual)	Fall 1980	Fall 1981	Fall 1982	Fall 1983	Fall 1984		Fall 1988	
						Low	High	Low	High
Full-Time									
State University	10,888	11,000	10,950	10,950	11,200	11,030	11,580	11,080	11,920
City University	4,658	4,350	4,300	4,200	4,250	4,110	4,320	4,030	4,340
Independent	30,004	29,800	29,550	29,350	29,900	29,270	30,750	29,220	31,440
Total	45,550	45,150	44,800	44,500	45,350	44,410	46,650	44,330	47,700
Part-Time									
State University	18,519	19,750	19,900	20,000	20,650	20,470	21,500	21,220	22,830
City University	11,515	10,900	10,750	10,550	10,700	10,350	10,880	10,150	10,920
Independent	68,753	68,550	68,500	68,450	70,250	69,140	72,640	70,410	75,750
Total	98,787	99,200	99,150	99,000	101,600	99,960	105,020	101,780	109,500
GRAND TOTAL	144,337	144,350	143,950	143,500	146,950	144,370	151,670	146,110	157,200

Source: NYSED, Postsecondary Information Systems, 1980.

Table 10
REGENTS ENROLLMENT GOALS FOR FIRST-PROFESSIONAL STUDENTS
1979-88

	Opening Fall 1979 (Actual)	Fall 1980	Fall 1981	Fall 1982	Fall 1983	Fall 1984		Fall 1988	
						Low	High	Low	High
Full-Time									
State University	4,058	4,058	4,058	4,058	4,058	3,958	4,158	3,910	4,206
City University	--	0	170	315	450	450	450	450	450
Independent	17,020	17,020	17,020	17,020	17,020	16,600	17,440	16,399	17,641
Total	21,078	21,078	21,248	21,393	21,528	21,008	22,048	20,759	22,297
Part-Time									
State University	--	--	--	--	--	--	--	--	--
City University	--	--	--	--	--	--	--	--	--
Independent	2,095	2,095	2,095	2,095	2,095	2,043	2,147	2,019	2,171
Total	2,095	2,095	2,095	2,095	2,095	2,043	2,147	2,019	2,171
GRAND TOTAL	23,173	23,173	23,343	23,488	23,623	23,051	24,195	22,778	24,468

Source: NYSED, Postsecondary Information Systems, 1980.

Chapter 3

ACTION

The mission, goals, and objectives describe what we believe postsecondary education should and can be doing in New York in 1990. To achieve our objectives for 1990 will require that coordinated efforts be undertaken by many people at different levels of the postsecondary system beginning in 1980. A schedule of activities, linked to the master-planning cycle of quadrennial plans and progress reports in alternate even-numbered years, will be established to ensure that the objectives are met by 1990.

The chart preceding this chapter, entitled "Goals, Objectives, and Activities in the 1980 Plan," lays out activities to be accomplished within the four-year planning period ahead. Every activity is listed under specific goals and objectives to which that activity is expected to contribute. The objectives determine the activities we will undertake and the activities to which we will give priority. No activity is undertaken for its own sake.

The activities listed under the objectives for 1990 generally follow one of two basic strategies. The activities either propose ways of making choices and setting priorities, or they propose ways that postsecondary education should be extended and linked up with other sectors of society. They are strategies of choice or strategies of extension. Both are strategies for fulfilling the traditional mission of higher education, and doing it more effectively than ever, in the new cycle of higher education beginning in the 80's.

Strategies of Choice

In a period of expansion, such as postsecondary education experienced in the 1960's and early 70's, it is relatively easy to make improvements and launch new ventures. The new resources being added to the system are directed into programs that will enhance quality, access, diversity, or whatever goal is being sought. Qualitative improvement takes place as a by-product of quantitative expansion, and no program need be cut back or eliminated.

In a period of stability, such as higher education has experienced since 1975, or of contraction, such as seems likely in the next two decades, not only is it much more difficult to achieve improvement, but there is a real danger that the quality and diversity of postsecondary programs and access to them could all be diminished. Qualitative deterioration could be a by-product of quantitative contraction. If, for example, enrollment falls and resources available for postsecondary education are cut back by 10 percent, a 10 percent across-the-board cutback in programs or services would certainly diminish the overall quality of what remained. Such an indiscriminate cutback takes the good with the bad and leaves no resources and no incentive for improvements.

Strategies of choice, of course, are always needed, because resources are always limited. Such strategies are especially important when resources are contracting. Without them we are in danger of throwing out the good with the bad, eliminating the most recent innovations or less well established programs or services that may be exactly the programs and services that are most needed in the

conditions of the next 10 to 20 years. By 1990 we could end up with a system that is poorer in quality, more homogeneous, less accessible to some population groups, and less effective in the use of resources--in short, further from our goals than we are today.

The first requirement of a good strategy of choice is good information. Hence several of the activities in this category are directed at obtaining better information for those who must make the choices or set priorities. An example of such an activity within the strategy of choice is the higher education construction impact statement, listed under the goal of the Effective Use of Resources. The construction impact statement, to accompany every proposal to build a new facility, would ensure that complete information was available to those who must approve new facilities and would require the institution and, in the case of the public university systems, the institutional sector, to identify the priority of each proposal. Another activity related to facilities, the periodic collection of "full-time equivalent day student" enrollment data, will permit better informed assessments on the need for new construction.

The major activity with respect to the allocation of State resources for higher education, a guideline for State appropriations in a period of enrollment decline, includes an incentive for local decisions to improve programs by selective cutbacks and improvements. According to this provision, managers in the public universities who achieve real savings beyond the proportions of the enrollment decline would be entitled to keep those savings to improve or initiate other programs.

To develop the service mission of higher education in New York, we need to strengthen the connection between university research and State needs and priorities. The State, on the one hand, should identify its research priorities clearly and explicitly. On the other hand, the institutions, which reaffirm their public service mission in the master plans of the three major sectors, should develop plans to encourage research in the areas of State priority. Ideally, we should have centers of research at individual universities or in certain regions focused on specific subjects of public urgency. Such centers should stimulate overall research activity by attracting Federal and private grants, more researchers, and small development companies.

Strategies of Extension

The relationship between higher education and society at large has developed rapidly in the last decade. The concept of the "ivory tower," isolated from its surroundings, ill fits most of our colleges today. Innovative institutions in New York have adjusted high quality postsecondary programs to the tempo of everyday life in hundreds of diverse settings. In the next 10 to 20 years this process will continue. Colleges will seek out alliances with other social organizations, including businesses and voluntary associations, with which they can share costs or facilities and undertake new ventures more efficiently.

In view of the changes projected in the student pool, merely maintaining the present educational attainment levels will require a major coordinated effort by schools, colleges, employers, and other social institutions. Meeting the access objectives probably will require new resources or a significant reallocation of resources currently devoted to higher education. But a lot can also be done by extending the network of, and coordination among, agencies working on the same problems.

A three-pronged effort is proposed to meet the access objectives for 1990. First, the Regents will develop a program to strengthen articulation between elementary and secondary education, on the one hand, and postsecondary education on the other. The program will be based on established relationships between colleges and universities and elementary and secondary school systems, particularly those programs aimed at improving high school completion rates and better preparing students for college. Such programs build on the Regents current efforts to improve student competence and are essential if New York is to maintain and improve its educational attainment level in spite of the shifts in the socioeconomic composition of the population. One special responsibility of the postsecondary institutions will be to implement those changes made necessary by the evolution of the concept of teaching as a licensed profession. The licensure approach, with its promise of strengthening the quality of instruction in the elementary and secondary schools, can work best to assure attainment by more students of high quality high school diplomas only if the colleges and universities involved in teacher preparation strengthen their own methods and standards. The Regents also will initiate a specialized articulation project aimed at increasing minority participation in the professions.

The second part of the access program is a comprehensive youth employment policy aimed at improving the skills and education of those who have already dropped out of high school or college and are unemployed. The program will coordinate activities of degree-granting and non-degree educational institutions, private employers, and the Federal and State governments.

Third, for the new mix of college students, new guidelines for State student financial aid are proposed. These guidelines would result in increased expenditures by the State, although the amount of the increase could be reduced by the declining enrollment of traditional college-age students and by shifts from full-time to part-time enrollment once the State begins to assist part-time students. The guidelines acknowledge the importance of special academic support for all economically and educationally disadvantaged students and of a longer period of entitlement to financial support for underprepared students enrolled in remedial programs. They also propose State financial aid for needy part-time students. Part-time students are adult students, students who must work to support themselves and their families. The adult age group will increase in size more rapidly than the young age group decreases. If New York is going to increase its adult educational attainment levels and prepare enough people to work with new technologies and new industries, it will have to find ways of supporting adult college students.

Businesses, trade unions, voluntary associations, and other social agencies are significantly engaged in adult education, training, and retraining, and will continue to be. Various links have already been established between these non-collegiate sponsored programs and formal educational institutions. Now is the time for this strategy of extension to become a regular part of higher education planning. If teaching and service are parts of the postsecondary mission, if diversity and the effective use of resources are among our goals, the non-collegiate sector should become part of our planning.

Institutions are likely to generate many more activities in the next decade which exemplify the strategy of extension. Stimulated by the under-use of plant or human resources, as well as by the challenges of urban decay, environmental pollution, industrial stagnation, or energy shortages, colleges may develop the research or service components of their mission in ways that we can hardly even

foresee now. Two of the most advanced pilot projects of this sort in the State now include a social services center, including counseling and referral, on an urban campus, and a research and industrial park sponsored by an engineering college. The imaginative use of college facilities--opening dormitory space to non-students, sharing classrooms, gymnasiums, laboratories, and auditorium or library facilities with other users from the community--could result in a significantly different relationship between college and society than we have today.

The activities outlined in this chapter and on the accompanying chart are feasible and realistic steps for the next four years. Many have undergone successful testing in pilot projects, in other states, or at individual institutions.

In the final analysis, the guarantee of success does not lie in the activities. It lies in our objectives, our agreement on these objectives, and our determination to accomplish them. We will find the means, compatible with the effective use of the State's resources, to raise and maintain the educational attainment level of the adult population in New York above the national mean. We will encourage and protect excellence where it now exists and improve the overall quality of teaching, research, and service by New York's colleges and universities. We will meet the needs of New York State and its population, in all its diversity, for humane education, advanced vocational and professional training, knowledge, and ideas.

Note on
Enrollment Projections

It is important to begin with the proper conception of the context and purpose of these projections. The projections are based on recent trends with some assumptions about the future made after considering both positive and negative likely influences. No assumptions were made or warranted which break substantially from historical patterns or conditions. The assumptions used to develop the projections are neither optimistic nor pessimistic; they are based on available information. The goals provided in the Plan, however, provide a valuable mechanism for being more optimistic based on intended action. They result in a 91,000 student increase in the enrollments over projections for 1990. No data-supportable adjustment of the projections could come close to achieving such an increase. To summarize, the projections must be based on data-supported trends, while the goals provide the appropriate vehicle for what optimistically might happen or could be brought about through policy. This note places higher education enrollments in a historical context, describes social and demographic trends influencing enrollments, summarizes assumptions made, and presents the resulting enrollment projections.

Higher education in New York State is in a period of transition. Table 12 summarizes the growth and expected decline of enrollment numbers; expected shifts in the composition of students will be described below. Between 1960 and 1975, total headcount enrollments more than doubled to almost one million students. Beginning shortly, total enollments are expected to drop almost 22 percent, or over 200,000 students, by 1995.

Table 12
DEGREE-CREDIT ENROLLMENT IN
NEW YORK STATE

Level of Student/ Type of Attendance	Actual			Forecast	
	Fall 1960	Fall 1970	Fall 1979	Fall 1985	Fall 1995
Full-Time Undergraduate	189,822	439,726	546,564	479,800	372,150
Part-Time Undergraduate	57,254	168,656	234,876	235,000	215,400
Full-Time Graduate	24,678	40,799	45,550	46,100	38,900
Part-Time Graduate	49,891	99,081	98,787	104,550	96,000
First-Professional	[a]	16,128	23,173	23,200	23,200
Total	321,645	764,390	948,950	888,650	745,650

[a] Included in Graduate Enrollments.

Source: NYSED, Postsecondary Information Systems, 1980.

Associated with this decline will be several phenomena important to the enrollment levels and management of individual institutions. The decline is not expected to be uniform across institutions due to differences in the nature of individual institutions and to active

competition among institutions. Between 1977 and 1978, 51.4 percent of the colleges experienced 10 percent or greater shifts in their full-time, first-time enrollment. The comparable figures for part-time undergraduate, full-time graduate, and part-time graduate enrollments are 61.8, 57.6, and 45.7 percent, respectively. In all cases, the statewide enrollment change was less than four percent. These figures are fairly typical for the entire decade of the seventies. However, many colleges actually lost enrollment during this "growth" period. Almost 30 percent of the institutions declined in full-time undergraduates, despite a 22 percent increase in statewide enrollments for the period 1970-78. The general growth of the system reduced the visibility, if not the seriousness, of enrollment instability. As enrollment pools decline, instability due to competition will be more damaging as it compounds the decline for institutions in weak competitive positions. In addition, it is reasonable to assume that the level of competition will increase as institutions try to adapt. Unless ways are found to make enrollment conditions more stable, many, if not most, institutions will be encountering low return on many of the dollars which they spend on management functions.

Additional and equally important phenomena associated with the enrollment decline and shifting demographics are apt to be major shifts in curricular interests of students and employers, clienteles with different learning abilities and service needs, proportionally more students with limited resources to pay for higher education, and some regional differences in the percent declines in population and students. The remainder of this section describes the social and demographic conditions which are expected to produce these phenomena, the assumptions made in projecting enrollments, and the resulting projections. A summary of changes which are expected in New York State by 1990 is provided in Table 13.

Population Demographics: In terms of population, the graying trend is clearly evident, but the trends by region and age group vary substantially. In terms of the younger age groups, the Long Island, Mid-Hudson, and Western regions are expected to experience the greatest declines. New York City may experience the smallest declines for these age groups due to the concentration of minority groups in New York City. The declines by 1995 for ages 24 or less range from 16 to 39 percent. For older age groups the range is from a 100 percent increase to a 20 percent decline. The population over age 30 will grow in all regions, most in the Long Island region and least in the New York City region. The specific curves vary noticeably across regions for each age group. The forecasts for high school graduates are similar, but the declines are greater. By 1995, regional forecasts show declines ranging from 34.5 to 47.4 percent. No hard evidence yet exists to support hopes that low birth rates will change soon or that the high rate of out-migration will lessen soon to bring about an improved demographic picture.

Several differences in the characteristics of the population should be summarized as well:

- - The proportion of individuals eligible for college programs is increasing. The adult population pools (age 25+) for undergraduate and graduate education are forecast to increase by 20 and 29 percent, respectively, by 1990, compared to a 13 percent increase for the total population over age 25. These types of students are most likely to attend part-time.

Table 13
SUMMARY OF MAJOR POPULATION TRENDS
AND COLLEGE ENROLLMENT PROJECTED
NEW YORK STATE

1979-80 to 1990-91

	1979-80 Historical	1990-91 Projected	Percent Change
Population by Age			
15-19	1,584,150	1,259,704	-20%
20-24	1,687,510	1,465,964	-13%
25-34	2,893,971	3,419,799	+18%
35-44	2,044,614	2,843,221	+39%
45-59	2,832,028	2,745,360	- 3%
High School Graduates			
New York State	233,264	143,696	-38%
Regions-Western	24,232	13,771	-43%
Genesee Valley	19,300	11,341	-41%
Central	19,417	11,250	-42%
Northern	4,488	2,919	-35%
Northeast	22,906	14,678	-36%
Mid-Hudson	30,321	19,097	-37%
New York City	64,518	41,217	-36%
Long Island	48,082	29,423	-39%
Percent Black and Hispanic Seniors	(1978-79)		
New York State	18%	22%	22%
Regions-Western	8%	10%	25%
Genesee Valley	6%	9%	50%
Central	3%	4%	33%
Northern	- -	1%	- -
Northeast	4%	5%	25%
Mid-Hudson	11%	15%	36%
New York City	47%	51%	9%
Long Island	9%	13%	44%
College Enrollments			
Full-Time Undergraduates	546,564	416,650	-24%
Part-Time Undergraduates	234,876	225,300	- 4%
Full-Time Graduates	45,550	43,300	- 5%
Part-Time Graduates	98,787	102,700	+ 4%
Full-Time First Professionals	21,078	21,100	0%
Part-Time First Professionals	2,095	2,100	0%
Full-Time Equivalent[1]	731,804	597,319	-18%

[1]Calculated by taking 33 percent of the part-time undergraduate students and 40 percent of the part-time graduate and first-professional students.

Source: NYSED, Postsecondary Research and Information Systems, 1980.

- - Low income and minority status are positively correlated with special need (academically underprepared, bilingual, student aid eligible) and probably will remain so for some time. Forecasts for 1990 indicate 30 percent nonwhite high school graduates versus the present 20 percent. The trends for students with special needs will not follow the general trend; the number of these students is not expected to decline, and very well could increase substantially. The trend for handicapped students is less certain; their numbers may or may not follow the general decline. Given recent efforts to increase access for handicapped students, their numbers may not decline as much as the overall decline in students.

Participation Patterns: Demographic changes, economic and social trends, and shifts related to competition among colleges will lead to fewer traditional students and more low-income, minority, bilingual, older, female, and part-time students. Substantial shifts in the programs desired by these students will occur for both undergraduate and graduate students, continuing the trend toward more vocational and job-specific skills. Many of these students will be less well prepared academically than the traditional student; they will have different motivations and language capabilities; and they may be less likely to stay through graduation. The demographic changes are large; traditional students may soon be a minority. Many college departments will be affected not only by the drop in total student numbers but by additional drops related to shifting program emphases and the need to change faculty skills and attitudes about student motivation (roles) and instructional methods (including remediation). These changes are expected whether or not colleges are able to attract more students into the system. To the extent that college participation increases, many of the adaptations will be more difficult because the increase is most apt to be in non-traditional programs.

A very small decline in full-time undergraduate participation throughout the forecast period is currently being projected by the Education Department, but significant declines are possible. Consider the following negative influences on participation rates:

* High rates of out-migration from the State are expected to continue and proportionally more of those migrating out appear to be from the more educated higher participation groups.

* The perceptions by potential students of the economic advantage of a college education is decreasing.

* The shift in population composition is toward groups with traditionally lower participation rates. In New York City not only will the number of high school seniors drop substantially by 1988, but the drop may occur only in the number of white students. Blacks, Hispanics, Asians, and Native Americans may increase from 48 percent of the high school seniors in 1977 to 74 percent in 1988.

* Military need for young recruits is apt to remain stable while the relevant population pool will likely be diverted into the military, leaving fewer for higher education. From one scenario this could result in 25,000 fewer full-time undergraduates than has been projected for New York State.

* Business, military, community, and other noncredit programs are increasingly competing with colleges.

* An educational saturation may be appearing among adults. High participation rates in the 1970's have been related to meeting the needs of underserved adults. A smaller proportion of the population may have this need in the future, although it must be recognized that a higher proportion of the population will have some college background and they are the most likely group to attend.

Given these conditions and the desire to avoid precipitous enrollment declines, it is natural that colleges would attempt to attract and serve those populations which are still underserved. However, it will be virtually impossible to fully offset the projected declines. This would require that the ratio of resident freshmen to high school graduates increase from 57 percent in 1975 to near 90 percent 1990. Nor is it likely that increased adult participation can make up the difference; most of these students would attend part-time. The participation rate of part-time undergraduates would have to more than double; over 400,000 part-time undergraduates would be needed to offset the 135,000 fewer full-time equivalents projected by 1990.

While not a panacea, targeting programs and aid to certain groups probably can increase particiption for several of the following groups:

* Black and Hispanic groups, in particular, obtain college degrees at only one half the rate of whites. The Regents access goal provides a clear mandate for action to reduce this discrepancy. It appears, however, that the problem is retention in both high school and college. Black and Hispanic high school seniors actually have higher entrance rates to college than do whites.

* Low income whites, both urban and rural, also have low participation and retention rates, but the potential for tapping these students and the resulting enrollment change is uncertain and probably small.

* Participation rates for women exceeded those for men for the first time in New York State in 1978, and even exceeded the recent peak participation rate for men. Because some of this participation has surely involved "underserved" adult women, a pool which may soon be used up, we cannot count on this rate continuing to rise and it could reasonably decline slightly in the near future.

* Increasing adult participation has been mentioned frequently as the most likely source for increasing enrollments. Adults do represent a very large eligible pool of prospective students. It is expected that the increasing educational level of the adult population and a number of other social conditions encouraging life-long education of various types will exert an upward influence on participation rates. But it is also expected that personal economics, a slowdown in economic growth of the State, and a depletion of traditional underserved adult pools will come close to counteracting the positive influences. Policy intervention, such as implementation of a part-time TAP program, might increase participation but it might also reduce full-time enrollment. If increases do come, they are apt to involve students with different and more demanding needs for services.

* Out-of-state students are also unlikely to help substantially in offsetting the statewide decline in traditional resident students. Examination of projected high school graduates in those states from which New York typically draws shows declines similar to those expected in New York. In addition, it appears that interstate migration of students has typically not been affected significantly by changes in the educational system and its costs--witness the constancy of migration patterns in the 1970's. This is not to say that new initiatives could not be effective. In addition, competition and the relative attractiveness of institutions across states may have an impact. Surrounding states may have an edge due to the number of highly attractive colleges in those states.

* Foreign students do represent a potential source of students, if admitted at tuition levels approximating full cost and if the problems in responding to the special needs of these students are met. Many developing countries may take advantage of this service, but it would require effort. The magnitude of the potential enrollment gain is unknown.

Increased aid programs would be likely to produce fairly uniform changes of limited magnitude in the enrollments of individual institutions. However, major gains are likely to be realized by a limited number of institutions which most successfully initiate programs to induce greater participation and are in those locations where the needy students are. In addition, if the introduction of new programs designed for new clienteles is rushed, and they are not properly designed, high attrition rates could result and groups of people could be turned off to further participation in higher education. While the actions of institutional and statewide leaders/policy-makers may not be able to fully offset demographic declines, they may substantially influence the nature and distribution of the declines.

Summary of Assumptions in the Enrollment Projections: After reviewing a number of factors that influence enrollments, the following data-based assumptions appear to be appropriate for New York State. One, recent levels of emigration from the State are expected to remain high for some time before diminishing. The use of an average of recent emigration rates provides a moderate assumption, as it results in a rate noticeably below the peak rate of this last year. Two, social and demographic trends indicate a small decline in the participation rates of both recent high school graduates and adult populations. These declines are expected to result from economic pressures, military demands, and, particularly, the increases in the proportion of educationally and economically disadvantaged in the populations of prospective students. The increasing level of education of the population is a positive but uncertain influence which, by itself, is not likely to overcome the negative influences described earlier. And three, the increasing proportion of students from disadvantaged groups is expected to result in a slightly higher withdrawal rate before graduation. The Regents Enrollment Goals proposed above in this Plan have incorporated policies and actions designed to allow for increases in participation and retention rates rather than the declines simulated here.

These demographic and participation assumptions were used to project weighted average historical rates for each of six age groups. A cohort survival model was used in which projections for each age group and type of enrollment was made, after which aggregation provided a projection of total enrollment. The model is also sensitive to regional and institutional differences. Regional participation rates are used to project regional pools of entering students. Students are distributed to individual institutions, after which institutional retention rates determine the movement of students through and out of the system. The institutional projections are aggregated to obtain sector and other aggregated projections. The allocation of students from regional pools to institutions is based on a combination of historical shares and drawing power classification. Any "draw advantage" was based solely on the presence of an excess applicant pool which could be tapped immediately. For additional information please see the Department's report, The Simulation of College Enrollments: New York State, 1978-1994 (1980).

Enrollment Projections: Together, these assumptions and regional demographic trends have produced the estimates of future enrollments, summarized by the middle curve in Figure 1 and by Table 14. The projections which result from the assumptions just summarized are similar to those presented in the Regents 1978 Progress Report. Most of the changes shown are due to smaller pools of high school graduates and recent increases in

participation rates. The assumptions reflect a reasonable "most likely" condition, although there are a variety of factors that could cause future enrollments to be higher or lower. While larger changes are possible, a plus one percent for 1980 and a plus six percent for 1996 appear to be reasonable confidence intervals. These intervals account for the high and low curves provided in Figure 1.

Full-time undergraduate enrollments in New York State are projected to decline from 1979 levels as much as 27 to 35 percent by 1994. The decline is expected to begin in earnest in 1982, to ease slightly in 1987 or 1988, and then to continue until the middle 1990's, when it levels off again. Estimates beyond 1996 require additional assumptions about birth rates in the next few years. To reiterate, the projections are based on known declines in elementary and secondary enrollments by grade, population projections by age group, recent increases in population migration out of the State, and small declines expected in participation and retention rates. These declines are expected to vary across institutional sectors, levels, and regions, and across institutional type within each of these categories. The declines by 1992 range from 10 percent for proprietary institutions to 40 percent for community colleges, depending on local demographics, the relative attractiveness of institutions, and the availability of "reserves" of applicants. Similar variations are expected across the regions in the State.

Statewide, graduate and part-time undergraduate enrollments are expected to remain relatively stable until almost 1990 after which significant declines are expected. By 1996, part-time and full-time graduate enrollments are simulated to decline by 4 and 16 percent respectively. Once again, the regional and sector simulations suggest variations for different types of colleges and regions.

On a full-time equivalent basis, enrollments are projected to decline from between 2 to 37 percent for the various sector, level, and regional aggregations by 1996. The enrollments of individual institutions are expected to vary even more widely dependent upon the unique circumstances of each institution. However, almost all institutions are expected to encounter drops in enrollments. Tables 15 through 18 provide the sector projections for each type of enrollment through 1988.

Note On Preliminary Fall 1980 Enrollment

The 1980 Statewide Plan was essentially completed before preliminary estimates of Fall 1980 enrollments were available. Consequently actual 1980 enrollment information could not be incorporated into the enrollment projections for this Plan. As shown in Table 19, the statewide estimates indicate a rise in all types of enrollment of from 1.4 to 3.6 percent, except for the 3.9 percent drop in part-time graduate enrollments. All sectors experienced drops in part-time graduate enrollments, but only the City University experienced substantial drops in other types of enrollment. Large increases are shown for full-time undergraduates in State University community colleges (8.4 percent), full-time undergraduates in 2-year independent institutions (11.8 percent), part-time undergraduates in the State University (4.3 to 11.9 percent), the City University community colleges (6.1 percent), the independent 2-year institutions (6.9 percent), and for both full-and part-time undergraduates in the proprietary sector (7.4 to 10.0 percent). These changes in participation occurred despite a substantial drop in high school graduates from 1978-79 to 1979-80.

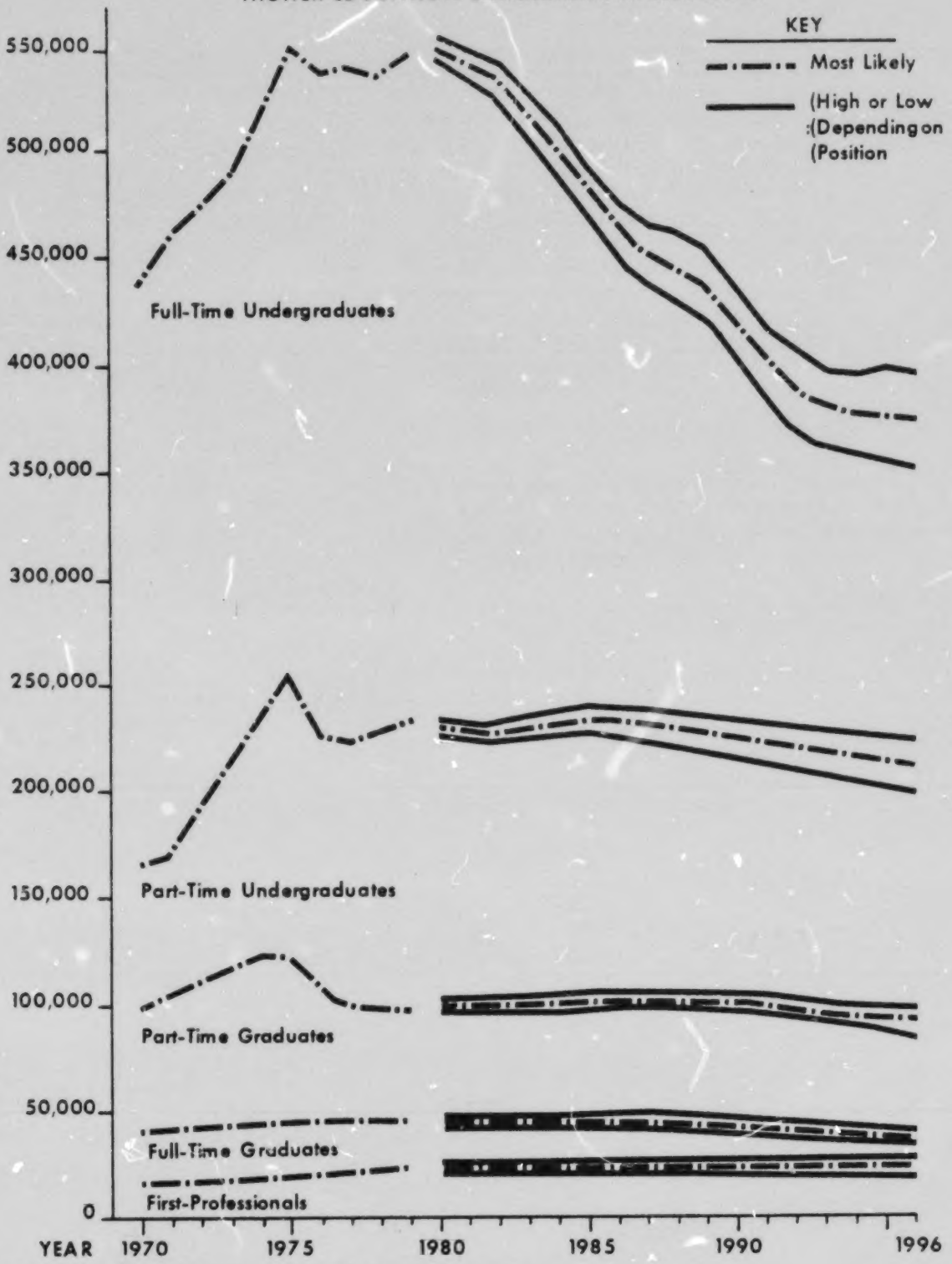
The enrollment projections in the Plan show similar differences from the preliminary Fall 1980 enrollment figures. The projections for State University of New York are about 5

percent low, which is more than double the usual error rate for a sector. The projections are about 3 percent high for the City University and 2½ percent low for the independent sector.

The major discrepancies were in the two-year institutions. Overall, the projections are about 10 percent off for these institutions. The figures were much closer for the four-year institutions. The reasons for the increases in enrollment are not yet known precisely. One key factor apparently was the poor employment market in 1980. Persons who might otherwise have worked were unable to secure suitable employment, and, therefore, attended the most convenient and least costly institutions to strengthen employability for the future. A number of researchers in other states have observed such job market influences on community college enrollments. The projection model does not deal with these kinds of external influences, although consideration is being given to how best to incorporate them into the calculations. It is important to recall that the model is designed to generate long-term projections; short-term enrollment patterns reflect a host of factors (e.g., job markets, recruiting effort, competencies of high school graduates) that are very difficult to assess.

The reasons for the observed changes, their stability, and their potential for affecting retention levels will be examined closely over the next year. The uncertainty which now exists regarding enrollments and the many changes currently underway in society and our institutions which influence enrollment levels point up the need to run the enrollment simulation model on an annual basis. Therefore, new projections will be developed in the spring of 1981 to incorporate the changes observed in 1980 enrollment levels and participation rates.

FIGURE 1: NEW YORK STATE
HIGHER EDUCATION ENROLLMENT PROJECTIONS



SOURCE: NYSED: Postsecondary Information Systems

Table 14
HISTORICAL AND PROJECTED ENROLLMENTS
1970 to 1996

	Full-Time Undergraduate	Part-Time Undergraduate	Full-Time Graduate	Part-Time Graduate	Total First-Professional
Historical					
1970	439,726	168,656	40,799	99,081	16,128
1971	467,144	174,640	42,656	105,455	16,863
1972	473,199	195,417	42,770	112,937	17,430
1973	491,621	219,385	43,823	118,668	17,685
1974	514,587	234,802	45,079	124,203	18,331
1975	549,374	256,086	46,675	123,608	18,835
1976	538,147	228,131	45,568	105,687	20,150
1977	542,690	225,340	45,613	101,600	21,618
1978	538,343	229,423	45,625	99,137	22,792
1979	546,564	234,876	45,550	98,787	23,173
Projected					
1980	547,850	230,650	45,150	99,200	23,200
1981	539,350	228,800	44,800	99,100	23,200
1982	531,500	227,100	45,500	99,050	23,200
1983	516,300	231,350	45,300	101,550	23,200
1984	498,800	231,150	45,300	102,150	23,200
1985	479,800	235,000	46,100	104,550	23,200
1986	460,750	232,650	45,450	104,050	23,200
1987	448,500	230,550	44,900	103,600	23,200
1988	443,300	228,650	44,300	103,250	23,200
1989	435,100	226,900	43,800	102,900	23,200
1990	416,650	225,300	43,300	102,700	23,200
1991	397,550	222,550	42,300	101,150	23,200
1992	383,200	220,000	41,400	99,750	23,200
1993	375,250	217,000	40,550	98,400	23,200
1994	370,600	215,400	39,700	97,150	23,200
1995	372,150	215,400	38,900	96,000	23,200
1996	371,000	211,850	38,300	94,700	23,200

NOTE Based on Most Likely Assumptions

Source: NYSED, Postsecondary Information Systems, 1980.

Table 15
ENROLLMENT PROJECTIONS FOR FULL-TIME UNDERGRADUATES
1979-88

	Opening Fall 1979 (Actual)	Fall 1980	Fall 1981	Fall 1982	Fall 1983	Fall 1984		Fall 1988	
						Low	High	Low	High
State University									
Four-Year Campuses[1]	107,679	110,650	108,800	107,000	103,750	97,900	102,900	85,200	91,700
Agric. & Technical C.	20,680	19,850	19,300	19,000	18,400	17,200	18,100	15,600	16,800
Community Colleges	83,249	80,850	76,700	75,050	72,400	67,000	70,400	58,950	63,450
Total	211,608	211,350	204,800	201,050	194,550	182,100	191,400	159,750	171,950
City University									
Four-Year Colleges[2]	74,635	73,540	72,430	71,530	69,710	66,170	69,260	58,860	61,810
Two-Year Colleges	36,571	37,960	37,720	37,570	37,340	35,830	37,940	31,190	35,040
Total	111,206	111,500	110,150	109,100	107,050	102,000	107,200	90,050	96,850
Independent									
Four-Year Institutions	198,844	200,350	199,050	196,300	190,000	178,800	188,000	155,250	167,050
Two-Year Institutions	8,806	8,100	8,100	7,950	7,700	7,200	7,600	6,500	6,950
Total	207,650	208,450	207,150	204,250	197,700	186,000	195,600	161,750	174,000
Proprietary									
Total	16,100	16,600	17,250	17,100	16,900	16,200	17,000	15,550	16,750
GRAND TOTAL	546,564	547,900	539,350	531,500	516,200	486,300	511,200	457,100	459,550

[1] Fashion Institute of Technology is included in the community college total but not the four-year total.

[2] Lower Division Enrollments at the College of Staten Island are now included in the four-year total following a change in the status of that campus.

Source: NYSED, Postsecondary Information Systems, 1980.

Table 16
ENROLLMENT PROJECTIONS FOR PART-TIME UNDERGRADUATES
1979-88

	Opening Fall 1979 (Actual)	Fall 1980	Fall 1981	Fall 1982	Fall 1983	Fall 1984		Fall 1988	
						Low	High	Low	High
State University									
Four-Year Campuses[1]	21,302	20,050	19,950	19,850	20,300	19,850	20,850	19,500	21,000
Two-Year (including Community Colleges and Ag. & Tech. colleges)	90,328	88,400	88,400	88,500	90,900	89,350	93,850	88,950	95,650
Total	111,630	108,450	108,350	108,350	111,200	109,200	114,700	108,450	116,650
City University									
Four-Year Colleges[2]	35,293	36,300	35,470	34,640	34,740	33,310	34,960	31,320	33,740
Two-Year Colleges	14,178	14,100	13,780	13,460	13,510	12,940	13,590	12,180	13,060
Total	49,471	50,400	49,250	48,100	48,250	46,250	48,550	43,500	46,800
Independent									
Four-Year Institutions	64,309	63,100	62,600	62,150	63,300	61,700	64,800	60,350	64,900
Two-Year Institutions	2,873	2,350	2,350	2,300	2,350	2,300	2,400	2,200	2,400
Total	67,182	65,450	64,950	64,450	65,650	64,000	67,200	62,550	67,300
Proprietary									
Total	6,593	6,400	6,300	6,200	6,250	6,050	6,350	5,800	6,200
GRAND TOTAL	234,876	230,700	228,850	227,100	231,350	225,550	236,800	220,300	236,950

[1] Fashion Institute of Technology is included in the community college total but not the four-year total.

[2] Lower Division Enrollments at the College of Staten Island are now included in the four-year total following a change in the status of that campus

Source: NYSED, Postsecondary Information Systems, 1980.

Table 17
ENROLLMENT PROJECTIONS FOR GRADUATE STUDENTS
1979-88

	Opening Fall 1979 (Actual)	Fall 1980	Fall 1981	Fall 1982	Fall 1983	Fall 1984		Fall 1988	
						Low	High	Low	High
Full-Time									
State University	10,888	11,000	10,950	10,950	11,200	11,000	11,500	10,700	11,500
City University	4,658	4,350	4,300	4,200	4,250	4,100	4,300	3,850	4,150
Independent	30,004	29,800	29,550	29,350	29,900	29,100	30,600	28,150	30,250
Total	45,550	45,150	44,800	44,500	45,350	44,200	46,400	42,700	45,900
Part-Time									
State University	18,519	19,750	19,900	20,000	20,650	20,400	21,400	20,750	22,350
City University	11,515	10,900	10,750	10,550	10,700	10,350	10,850	9,900	10,700
Independent	68,753	68,550	68,500	68,450	70,250	68,900	72,400	68,800	74,000
Total	98,787	99,200	99,150	99,000	101,600	99,650	104,650	99,450	107,050
GRAND TOTAL	144,337	144,350	143,950	143,500	146,950	143,850	151,050	142,150	152,950

Source: NYSED, Postsecondary Information Systems, 1980.

Table 18
ENROLLMENT PROJECTIONS FOR FIRST-PROFESSIONAL STUDENTS
1979-88

	Opening Fall 1979 (Actual)	Fall 1980	Fall 1981	Fall 1982	Fall 1983	Fall 1984		Fall 1988	
						Low	High	Low	High
Full-Time									
State University	4,058	4,058	4,058	4,058	4,058	3,958	4,158	3,910	4,206
Independent	17,020	17,020	17,020	17,020	17,020	16,600	17,440	16,399	17,641
Total	21,078	21,078	21,078	21,078	21,078	20,558	21,598	20,309	21,847
Part-Time									
State University	--	--	--	--	--	--	--	--	--
City University	--	--	--	--	--	--	--	--	--
Independent	2,095	2,095	2,095	2,095	2,095	2,043	2,147	2,019	2,171
Total	2,095	2,095	2,095	2,095	2,095	2,043	2,147	2,019	2,171
GRAND TOTAL	23,173	23,173	23,173	23,173	23,173	22,601	23,745	22,328	24,018

Source: NYSED, Postsecondary Information Systems, 1980.

Table 19
COMPARISON OF COLLEGE ENROLLMENTS
AND PROJECTIONS: 1979 & 1980

	Actual 1979 (A)	Early Preliminary 1980 (B)	Percent Diff. (B-A) (C)	Regents 1980 Proj. (D)	Percent Diff. (D-B) (E)
New York State					
Full-time Undergraduate	546,538	563,917	3.2%	547,850	- 2.8%
Part-time Undergraduate	234,907	242,594	3.3	230,650	- 4.9
Full-time Graduate	45,550	46,204	1.4	45,150	- 2.3
Part-time Graduate	98,787	94,938	- 3.9	99,200	4.5
Full-time First-Professional	21,078	21,841	-3.6	21,078	- 3.6
Part-time First-Professional	2,095	2,126	-1.5	2,095	- 1.5
Full-Time Undergraduate					
State University					
4-Year Campuses	107,679	111,186	3.3	110,650	- 0.5
Agricultural & Technical	20,680	20,598	- 0.4	19,850	- 3.6
Community Colleges	83,249	90,232	8.4	80,850	-10.4
City University					
Senior Colleges	76,875	73,848	- 3.9	76,300	3.3
Community Colleges	34,331	33,125	- 3.5	35,150	6.1
Independent					
4-Year Institutions	198,844	207,792	4.5	200,350	- 3.6
2-Year Institutions	8,806	9,845	11.8	8,100	-17.7
Proprietary	16,100	17,291	7.4	16,600	- 4.0
Part-Time Undergraduate					
State University					
4-Year Campuses	21,302	23,847	11.9	20,050	-15.9
Agricultural & Technical	8,074	8,687	7.6	8,400	- 3.3
Community Colleges	82,254	85,817	4.3	80,250	- 6.5
City University					
Senior Colleges	35,875	35,278	- 1.7	36,650	3.9
Community Colleges	13,596	14,425	6.1	13,750	- 4.7
Independent					
4-Year Institutions	64,309	64,245	- 0.1	63,100	- 1.8
2-Year Institutions	2,873	3,043	5.9	2,350	-22.8
Proprietary	6,593	7,252	10.0	6,400	-11.7
Full-Time Graduate & F Prof.					
State University	14,946	15,412	3.1	14,058	- 8.8
City University	4,658	4,433	- 4.8	4,350	- 1.9
Independent	47,024	48,200	2.5	46,820	- 2.9
Part-Time Graduate & F Prof.					
State University	18,519	18,024	- 2.7	19,750	9.6
City University	11,515	10,955	- 4.9	10,900	- 0.5
Independent	70,848	68,085	- 3.9	70,645	3.8
All Enrollment					
State University	356,703	373,803	4.8	353,858	- 5.3
City University	176,850	172,064	- 2.7	177,100	2.9
Independent	392,704	401,210	2.2	391,365	- 2.5
Proprietary	22,693	24,543	8.2	23,000	- 6.3
TOTAL	959,950	971,620	1.2	945,323	- 2.7

[1] Early/Preliminary based on Preliminary figures from some but not all institutions

[2] Fashion Institute is included in Community College Total

SOURCE: NYSED: Postsecondary Information Systems, 1980

Appendix A

REGENTS COMMENTS ON THE MASTER PLANS OF THE STATE UNIVERSITY OF NEW YORK AND THE CITY UNIVERSITY OF NEW YORK, AND THE CONSOLIDATED MASTER PLAN FOR THE INDEPENDENT SECTOR PREPARED BY THE COMMISSION ON INDEPENDENT COLLEGES AND UNIVERSITIES

Introduction

The format of the Regents 1980 Statewide Plan for the Development of Postsecondary Education is a significant departure from the approach taken in previous plans. The format presents mission in broad terms, then moves to goals, objectives, and finally to specific activities that will advance the objectives. Because of the time schedules involved in their preparation, the plans developed by the sectors in response to statutory requirements and the Bulletin for the 1980 Plan are, necessarily, not in the same design as the Regents Plan.

The Regents have reviewed and approved the Master Plan of the State University of New York, (except for certain recommendations, as noted below). They have also reviewed the draft master plans of The City University of New York and of the Commission on Independent Colleges and Universities, which have not yet been adopted by their respective boards of trustees, and made informal comments on them which indicate the positions the Regents are likely to take if those plans are adopted substantially unchanged. State University, City University, the Commission and the Regents have agreed that, by September 1, 1981, each will give the Regents a statement of the activities that will be undertaken and the measures that will be used to determine progress in realizing the plan. These activities and measures will be incorporated in the chart of Goals, Objectives, and Activities in this Statewide Plan and transmitted to the Governor by November 1, 1981.

THE 1980 MASTER PLAN OF THE STATE UNIVERSITY OF NEW YORK

In May 1980, the Board of Trustees of the State University of New York adopted its 1980 Master Plan, entitled "The Responsive University: Recommendations of the State University of New York for the 1980's." State University's Msater Plan focusses on nine topics: Public Higher Education in the 1980's; The State University of New York: A System; Educational Concerns; Academic Programs; Research; Public Service; The Enrollment Plan; Capital Construction and Financial Considerations. In their Master Plan, the State University Trustees made 21 specific, formal recommendations.

Except as explicitly noted below with respect to recommendations #3, 6, 16, and 18, on which we take no action, recommendation #15, on which we defer action, and recommendations #13 and 14, which we disapprove, the Regents approve the 1980 Master Plan of the State University of New York and, to the extent appropriate, incorporate it into this Statewide Plan. State University and the Regents have agreed that by September 1, 1981, State University will give the Regents a statement of the activities it will undertake and the measures that it will use to determine its success in carrying out each recommendation. The purpose of this agreement is to assist the Regents in encompassing the State University Plan within the format of the Regents Statewide Plan.

In the following review, each topic in the State University Master Plan is addressed, and specific action is taken on each formal recommendation.

I. Public Higher Education in the 1980's

State University's efforts in the areas of Opportunity, Academic Strength, Research, and Economic Growth are briefly reviewed. Four issue areas are noted as an Agenda for the Eighties, in which questions will be raised "for the State University, its constituencies, and the citizens and policy makers of New York;" they are (1) Enrollment and Student Body Composition, (2) Maintenance of Academic Excellence, (3) Governance and Accountability, and (4) State Economic Priorities. No formal recommendations are made in this chapter.

II. The State University of New York: A System

In addressing this topic, the State University Master Plan says that "During the 1980's, increased emphasis will be placed on utilizing the total resources of the State University of New York as a unified system." The Plan addresses the Opportunity to Enter the System and the policies and services that have been established to implement the "commitment to make available educational opportunities for all citizens of the state who wish to undertake postsecondary education and would benefit from it." It also addresses Comprehensiveness and Diversity Within the System, discussing the "variety of different types of campuses." In addressing System Cooperation with Other Institutions of Higher Education, it notes that "State University encourages cooperation with other institutions of higher education in New York State," and reports a variety of examples of interinstitutional cooperation, including a SUNY/CUNY Task Force on

Teacher Education; a cooperative program in doctoral studies involving the four University Centers, the College of Environmental Science and Forestry, the Graduate Center of City University, and New York University; and participation in several consortia.

In this chapter, the Master Plan makes the following three recommendations:

#1. The University will explore and develop all possible ways of maximizing use of its resources as a system.

Regents action: *Approved.*

#2. The University will work with appropriate State agencies to find ways of accommodating the legitimate concerns of those agencies while effectuating the increased utilization of the State University as a multi-campus system.

Regents action: *Approved.*

#3. The University will encourage State government to join with it in seeking private foundation funds to examine the appropriateness and cost of State regulations which affect the performance of the University in achieving its purposes.

Regents action: *No Action Taken.* The Regents neither approve nor disapprove this recommendation. State University now has the authority to so encourage State government, without formal inclusion in the Statewide Plan.

III. Educational Concerns

Under the heading of Academic Quality, State University states that it "remains committed to assuring the high quality of academic programs offered at its campuses." The Plan notes the internal review procedures under which each campus examines, on a five-year cycle, its own undergraduate academic programs in terms of quality, need, efficiency, and interrelationships among programs, and under which all graduate programs are reviewed every five years through a system that incorporates external evaluation. In this chapter, the Plan also discusses General Education, Technical Education, Graduate Education, and the Health Sciences. In the area of International Education, the Plan discusses the importance of giving particular attention to "understanding the implications of...global interdependence." Noting that New York is "the most international state in the union," the Plan points out that "It is important that this internationalism be reflected in New York's institutions of public higher education." A number of current activities of State University are cited. Finally, in the area of Lifelong Learning, the Plan discusses the importance of additional education, State University's activities, and its commitment to the provision of lifelong learning opportunities.

In this chapter, the Master Plan makes the following six recommendations:

#4. The University will take responsibility for maintaining the excellence of academic offerings by encouraging internal campus program reviews and by seeking accreditation through voluntary external agencies.

Regents action: *Approved.*

#5. The University will increasingly rely upon outcome measures of excellence in addition to the traditional measures of input in monitoring the quality of its academic programs.

Regents action: *Approved.* The Regents commend State University for its intention to use outcome measures of excellence.

#6. The University will strive for an improvement in the budgetary input ratios which most directly affect the quality of its programs so that it will be able to maintain its standards of academic quality.

Regents action: *No Action Taken.* The Regents neither approve nor disapprove this recommendation. This recommendation addresses the University's budget directly. State University has the authority to include such requests in its annual budget requests. Those requests are reviewed and acted upon individually by the Division of the Budget.

#7. The University will work with State government and its agencies to explore better methods of calculating the costs of the health care delivery services of its health sciences facilities.

Regents action: *Approved.*

#8. The University will work with State government and its agencies to develop better procedures for providing care and services in the State correctional facilities and in the State mental institutions.

Regents action: *Approved.*

#9. The University will continue to identify and respond to lifelong needs for learning, making use of cooperative arrangements among campuses and with other agencies to provide quality educational offerings in the most cost-efficient manner.

Regents action: *Approved.*

IV. Academic Programs

In this chapter, the State University Master Plan reviews the Academic Program Missions of State University's campuses, in terms of instructional activity as represented by full-time equivalent workload. Aggregate profiles are provided for each type of campus. Brief, illustrative statements of "some of the emphases in academic programs" are provided for each campus. No recommendations are made in this chapter.

V. Research

The State University Master Plan states that "During the 1980's, a new primary thrust of the University will be the continuation and broadening of its work in research development." The Plan sets three goals in the area of research: (1) increasing external support, (2) strengthening research productivity, and (3) aiding efforts within the State to link the University's research capabilities to high technology industrial development and other programs to enhance the State's economic and social well-being. Current activities are reviewed, including interinstitutional cooperation.

In this chapter, the Plan makes the following recommendation:

#10. The University through the Research Foundation will implement a program of industrial liaison, designed to enable industrial firms and the University to function as partners in technology transfer.

Regents action: *Approved.*

VI. Public Service

The "special responsibility" of State University as a public institution to "provide additional services supported by teaching, research, and technical resources" is noted. The chapter reviews recent undertakings by State University in the area of public service. In this chapter, the following two recommendations are made:

#11. The University will utilize more of its research, educational and technical assistance resources for the benefit of the communities of New York and broadly address the needs of society, small business, and state and local government agencies.

Regents action: *Approved.*

#12. The University will strengthen its resources for knowledge extension services functionally and fiscally, including seeking alternative means of financing.

Regents action: *Approved.*

VII. The Enrollment Plan

The State University Master Plan points out that "The University, to fulfill its obligations as a public university, must be as responsive to demand for opportunity as resources permit." This chapter notes the factors on which State University's enrollment projections are based. These include a decline in the number of recent high school graduates and a stable participation rate; increases in the number of persons in older population groups and an increasing participation rate; and expected increased interest in the Community Colleges, Agricultural and Technical Colleges, and Specialized Colleges. The State University projections also are based on the assumptions that "there will be no major changes in public policy affecting higher education, that economic conditions and social patterns will continue in present trends, and that the campuses will continue to respond successfully to variations in academic program needs."

In this chapter, the Master Plan makes the following two recommendations:

#13. The University estimates the full-time equivalent student enrollment ranges indicated below for the State-operated campuses:

1979-80: 161 - 164,000

1980-81: 159 - 165,000

1984-85: 156 - 164,000

1988-89: 147 - 155,000

Regents action: *Disapproved.* The Regents substitute the enrollment goals for State University set forth in Tables 7, 8, 9, and 10 of this Statewide Plan (see Chapter 2).

#14. The University estimates the full-time equivalent student enrollment ranges indicated below for the Community Colleges:

1979-80: 119 - 122,000

1980-81: 116 - 123,000

1984-85: 116 - 123,000

1988-89: 108 - 155,000

Regents action: *Disapproved.* The Regents substitute the enrollment goals for State University set forth in Tables 7 and 8 of this Statewide Plan (see Chapter 2).

VIII. Capital Construction

The State University Master Plan indicates that State University intends to address the problems of rounding-out campuses, maintaining its physical plant, assuring access by the physically handicapped, replacing worn out or obsolete equipment, and controlling energy consumption. In this chapter, the Master Plan makes the following five recommendations:

#15. The University will request capital construction funds for those facilities required to make all campuses fully functional.

Regents action: *Defer.* Without justification of need demonstrated in Higher Education Construction Impact Statements, as proposed in Activity D.2 of this Statewide Plan, it is not possible to act on this recommendation.

#16. The University will request funds for the maintenance and repair of campus facilities.

Regents action: *No Action Taken.* The Regents neither approve nor disapprove this recommendation. The Regents recognize that, generally, deferral of maintenance has taken place at many institutions. State University has the authority to include such requests in its annual budget requests. Those requests are reviewed and acted upon individually by the Division of the Budget.

#17. State University will strive to assure its facilities become accessible to the physically handicapped.

Regents action: *Approved.*

#18. The University will request funding for the replacement of equipment necessary for the operation of academic programs.

Regents action: *No Action Taken.* The Regents neither approve nor disapprove this recommendation. The Regents recognize that, generally, institutions need periodically to replace worn-out or obsolete equipment related to academic programs. State University has the authority to include such requests in its annual budget requests. Those requests are reviewed and acted upon individually by the Division of the Budget.

#19. The University will continue its efforts to reduce energy costs.

Regents action: *Approved.* The Regents commend the steps State University has already taken to control energy consumption.

IX. Financial Considerations

In the area of Tuition, State University's Master Plan notes the University's belief that "the availability of low tuition for public higher education is equally as important to our society today as it has been over the past 200 years." In the area of Funding Formulas, the need to "look at new ways of funding public higher education" in light of changing conditions and commitments is noted. In this chapter, the Master Plan makes the following two recommendations:

#20. The University will seek to maintain low tuition for public higher education.

Regents action: *Approved.* The Regents believe that institutions in all sectors should seek to keep student costs as low as is possible, given costs of operations.

#21. The University will actively pursue with State government the development of improved new and flexible funding formulas for public higher education.

Regents action: *Approved.*

THE DRAFT 1980 MASTER PLAN OF THE CITY UNIVERSITY OF NEW YORK

The document "The City University of New York For the Next Decade" was submitted by the Chancellor to the Board of Trustees of The City University of New York in response to the requirement of the Laws of 1979 that City University prepare a status report on its plans for the future as weli as the statutory requirement for a master plan. *The following informal comments on the Chancellor's draft plan represent positions the Regents are likely to take if the plan is adopted substantially unchanged by the City University Trustees. City University and the Regents have agreed that, by September l, 198l, City University will give the Regents a statement of the activities it will undertake and the measures that it will use to determine its success in carrying out its Plan.* The Regents seek a brief list of the major activities already underway at City University or which are definitely to be undertaken. This is not intended to be a new "plan;" the purpose of the statement is to assist the Regents in encompassing the City University Plan within the format of the Regents Statewide Plan.

The City University draft plan focusses on six areas: the mission of The City University of New York, admission and enrollment at the University, curricula and plans regarding curricula, the growth of the university system, the faculty of the University, and the facilities of the University.

I. The Mission of The City University of New York

City University of New York affirms the historic mission of the University while seeking to maintain a balance between such commitment and the need to adapt to different ways of accomplishing it. The statement of mission differs from those earlier statements by emphasizing not only the University's traditional commitment to teaching and research at all levels but also the University's role in serving the residents of the State and City and its commitment to participating directly in the development of their economies. The Regents concur; they also emphasize the public service mission of higher education in this Statewide Plan, and are proposing several activities to strengthen that mission.

II. The Growth of the University System

The draft plan reviews the long history of The City University of New York. Its genesis was marked with the founding of City College 124 years ago. Over half of the colleges forming the University were established prior to 1961, when the State Legislature created the University system to centralize administration and to coordinate academic program offerings and the budgetary process. Prior to the establishment of the University system, the colleges were created to fulfill the explicit needs of the residents and were formed along borough lines. Since 1961, additional colleges were established as demand for higher education grew out in anticipation of an open admissions policy.

Between 1961 and 1979, the University system was governed by the Board of Higher Education, which had previously governed the municipal college system. As a result of the New York City fiscal crisis, the Legislature reorganized

the governance structure of the University. The Law of 1979 established a single board of trustees of 15 members, 10 appointed by the governor and 5 by the mayor, with two ex officio members on the board, one from the University Faculty Senate and one from the University Student Senate.

The plan also points out that, over the last twenty years, the University has become increasingly more centrally controlled. The University has established central coordination of academic program articulation and consolidation, student admissions, financial management, information systems, facilities development, and personnel practices. This transformation has been a deliberate choice and is based upon an understanding of how to best provide, under the constraint of limited fiscal resources, education to the large number of students being served by the University.

In certain other aspects, however, due to an equally deliberate choice, the University's character remains more that of a federation of quasi-independent colleges than of a unified system. The individual colleges have retained primary control over the development of academic programs, the hiring and promotion of faculty, and the establishment of policies related to student affairs.

III. Curricula and Plans Regarding Curricula

The City University draft plan affirms the missions of each of the colleges of the University. The individual characters of each of the colleges are considered to be complementary, so that the programmatic strengths of the colleges are coordinated within the context of an integrated University system. Individual statements of mission are provided for each college; the academic programs offered by each are delineated. The draft plan states that the missions of each college within the system will continue to be more finely honed during the next decade to assure the most efficient use of University resources, while preserving the academic quality and strengths of individual programs at the colleges.

City University intends to continue its freshmen skills assessment program. City University also reaffirms it commitment to remedial education or basic skills training, as do the Regents. The remedial effort at City University relates directly to that portion of the Access Goal in this Statewide Plan emphasizing equal opportunity to complete programs.

IV. Admission and Enrollment at the University

Based on demographic evidence, The City University of New York draft plan sees the postsecondary system entering into a new cycle in which colleges will be faced with declining enrollments. In the aggregate, City University projects enrollments by 1990 to decline by between 8 and 13 percent from the fall 1979 level. These levels assume strong efforts to recruit new populations to the University and improvements in the financial aid available to students from the State and Federal governments. The draft plan also notes that student retention is a problem of major proportions that requires review.

The draft plan states that the University will intensify its efforts with schools of the City to improve the academic skills of the students who enter the University. The Regents concur; they advocate permanent standards for pupil performance in the criteria for registration of high schools, and a program to strengthen articulation between elementary/secondary and postsecondary education.

Both the City University draft plan and this Statewide Plan point out that enrollment declines can be used to strengthen the system of higher education, if the public funds not spent due to these declines are reintroduced into the system. The City University plan calls this a "demographic dividend" that can, if handled intelligently, provide a pair of unprecedented opportunities: the State and the City can save money, and the University can provide fewer students with rich educational experiences.

The draft plan states that admission policies for undergraduate students, which recognize student preference, will provide the mechanism for arriving at the University's enrollment goals. The Chancellor will determine undergraduate admissions goals and their implementation for each of the colleges, consistent with the policy of assuring admission to a college of the University for all high school graduates.

The draft plan includes projected headcount enrollments for each college for the fall of 1984 and the fall of 1988. High and low projections are made for each. For 1984, City University's projected enrollments are almost identical to those of the Regents. For 1988, City University's low series is about 7 percent higher than the Regents enrollment projections, but the University's high series is only 4.3 percent higher than the Regents projections. For each of those years, greater differences exist between the Regents projections and City University's projections for four-year colleges and for two-year colleges. It appears that City University intends to allocate more students to the two-year colleges than the Regents enrollment projection model would estimate. If these enrollment projections are formally adopted substantially unchanged, the Regents would approve them.

Both the City University draft plan and this Statewide Plan have emphasized the need to expand access for non-traditional students, such as adult and underprepared students. The City University of New York has traditionally served these groups. In connection with increasing part-time adult enrollment, both plans advocate increased aid to part-time students. Also, both reaffirm their commitments to special opportunity programs for economically and educationally disadvantaged students.

V. The Faculty of the University

The draft plan clearly points out that the University's faculty is a distinguished one, noting the types of prestigious awards that its members have received. It discusses the ways that the faculty has adapted to the changes in the University over the past decade. The draft plan reviews with care the important issues that must be addressed, and notes several approaches that are being given serious consideration. Among those being considered are that City University,

within guidelines established by each college, will develop academic plans describing actual and planned distribution of faculty by department. In conjunction with alternatives in future faculty appointments as well as use of existing faculty, such academic plans would enable the University to distribute its faculty resources to meet the needs of the student and the City and State in ways which are sensitive to the potential professional and personal ramifications of a University which is likely to be smaller over the next decade. The Regents commend the University for its serious exploration of approaches to faculty issues.

VI. The Facilities of the University

The list of priorities for improving the condition of the University's physical facilities introduced in the report, Proposals for Facilities Needed at The City University of New York Through 1990, adopted by the Board of Higher Education in May 1978, is reaffirmed in the draft plan. Since the 1978 statement of need, approximately 40 percent of the dollar amount needed to bring the University's physical plant to a minimum level of adequacy have been approved, and the projects are under way. The remaining essential projects have been ordered within University priorities. The Regents here restate their commitment to their recommendation in the 1979 report, "Regents Recommendations on the Future of The City University of New York":

> The Regents make the general recommendation that the City University's facilities should be brought up to the level needed to provide high quality education for present and anticipated enrollments. They further recommend that facilities be planned in the most efficient manner, consistent with the limited resources of the City and the State, and that maximal use be made of shared space -- especially with independent colleges and universities, mixed-use buildings, and found space, to save money, encourage access, and multiply the ties between the City and the University.

City University's effort in analyzing its facility needs and setting priorities for construction are consistent with Regents activities proposed in this area.

THE DRAFT 1980 CONSOLIDATED MASTER PLAN FOR THE INDEPENDENT SECTOR PREPARED BY THE COMMISSION ON INDEPENDENT COLLEGES AND UNIVERSITIES

The following informal comments on the draft plan prepared by the Commission on Independent Colleges and Universities, which has not yet been adopted by the Commission's board of trustees, although it has been approved by the executive committee of the board, represent positions the Regents are likely to take if the plan is adopted substantially unchanged by the Commission's Trustees. Consequently, the statements of Regents action on the recommendations in this draft plan are not formal actions by the Regents but indications of the actions they are likely to take if the recommendations are adopted substantially unchanged. The Commission and the Regents have agreed that, by September 1, 1981, the Commission will give the Regents a statement of the activites to be undertaken and the measures to be used to determine progress in realizing its Plan.

The draft of the Consolidated Plan focusses on seven areas: Mission, Goals, Issues and Problems, Higher Education Finances, Enrollments, Public Service, and Energy. In its draft Plan, the Commission makes 31 formal recommendations. If these recommendations are adopted substantially unchanged, the Regents would approve them with the exceptions set forth and explained in the following text. In particular, the Regents note that the Commission's recommendation IA, on the role of the Master Plan, is one on which they have taken no action, since the role of the Statewide Plan is appropriately defined in existing law.

Goals

Four goals are offered: excellence, opportunity, accountability, and adaptability; these are essentially consonant with the Regents goals of Excellence, Access, Diversity, and Effective Use of Resources.

I. Issues and Problems

The chapter on Issues and Problems is a cogent discussion of the major areas which the postsecondary system as a whole and the individual institutions must address in the coming decades:

1) Faculty.

Major obstacles to the improvement of faculty quality are inflexible tenure arrangements, insufficient rewards for superior teaching, and the disparity of compensation among sectors.

2) Student Quality.

Emphasis is on the need to develop outcome measures, and on the objectives of retaining more of New York's ablest students at New York institutions and attracting others from out-of-state and foreign countries.

3) Enrollment Decline ("Moderating the Inevitable").

Strategies which are proposed for offsetting the decline of traditional-aged college students include:

- increasing the proportion of high school graduates who are fully prepared for college-level work;

- Enhancing the role of teacher-training institutions in preparing elementary and secondary school teachers for improving student competency;

- Increasing articulation and cooperative undertakings between secondary and postsecondary education; and

- Reexamining State policies for adult, and particularly part-time, students.

4) Research Capability.

Policymakers are urged to distinguish between basic and applied research. New State tax policies to encourage investment by business in campus-based research are suggested.

5) Minority and Disadvantaged Students ("Low Expectations").

The draft independent sector plan states that present opportunity program criteria create disincentives to academic effort, and suggests a need to provide new incentives for such effort.

6) Facilities.

The principal issues identified are obsolescence of laboratories and inadequacy of library capabilities. These problems are expected to worsen in the coming period of greater fiscal constraint.

II. Finance

The draft plan for the independent sector proposes that, in order to maintain a balanced, diverse system, efforts must be made to balance State expenditures for student and institutional aid. It points out that failure of grant awards to keep pace with inflation has caused greater dependency on loans, emphasizes the crucial need for TAP for part-time students, and notes that increases in Bundy Aid have also lagged behind inflation.

III. Enrollments

This chapter reviews past developments. With regard to the future, the plan focusses on the areas treated by the Regents in their discussion of enrollment goals; that is, strategies which could be used to create "a more stable enrollment future" than projections would imply:

1) Raise high school completion rate for minorities to equal that for whites;

2) Improve the College-Going Rate in selected counties;

3) Attempt to decrease the overall dropout rates from 9th to 12th grade and in the senior year; and

4) Improve higher education opportunities for adults.

IV. Public Services

The list of current activities of independent institutions provided here is interesting and useful. It would be helpful if the Commission could develop specific initiatives or approaches that would enhance or expand this role.

V. Energy

A three-part focus on conservation, innovation, and research is proposed. Approaches suggested are the development of energy master plans by each institution, and legislation to provide support for projects, in the form of loans to be paid back out of energy savings.

VI. Recommendations by the Commission on Independent Colleges and Universities

I. The Role of the Master Plan

A. The Regents, the Governor and the Legislature, working in concert with leadership of all sectors of higher education in New York need to redefine the function of the Master Plan to:

1. Assure that the Plan is accorded serious consideration as new higher education initiatives emerge from the State Education Department, the Legislature, the Executive Chamber and the various sectors of the University of the State of New York;

2. Effectively insulate the development of New York's public policy for higher education from distortions shaped by special interest pressures;

3. Better adapt to a new environment for postsecondary education.

Regents Action: *No Action Taken.* The role of the Statewide Plan is appropriately defined in existing law.

B. The Regents will actively defend the Master Plan process as a guide to the development of effective and efficient higher education public policy in New York by:

1. Official public statements by the Board, by the Chancellor or by the President of The University of the State of New York whenever action is pending by the Legislature, Governor, sector or institution of higher education on matters that ignore or transgress the policy guidelines of the Master Plan.

Regents Action: *Approved in Principle.* This is current Regents policy. The Regents believe it is most effective to make such statements only with respect to cases of significance.

II. Public Policy Criteria for Higher Education in the 1980's

A. In developing policy that will pursue the Master Plan's goals, the Regents should vigorously insist upon the following criteria on the part of elected officials and government agencies:

1. Government mandates that generate administrative costs upon institutions must be accompanied by appropriations to assure no drain of resources from institutional funds committed to education and general purposes.

Regents Action: *Approved in Principle.* The Regents endorse as a general rule the concept that government mandates should be accompanied by appropriate financial support. They have so recommended in the past to Congress and to the State Legislature.

2. Government will not transgress upon the academic freedom of institutions within The University of the State of New York or intrude into such educational matters as:

a) the content of curriculum except where existing statute requires specification of curriculum content in such program areas as teacher certification and the licensure of certain professions;

Regents Action: *Approved.*

b) the confidentiality of the peer process by which academic personnel decisions, such as tenure, are made:

Regents Action: *No Action Taken.* This issue, from another state, currently is pending before Federal courts.

c) the assignment of academic program priorities;

Regents Action: *No Action Taken.* The Regents are charged by law to review statewide academic program priorities in the master plan amendment process. If the recommendation refers to institutional program priorities, the Regents agree that this is an institutional function.

d) the determination of academic standards governing admission to programs, other than special government supported programs designed to repair past and existing conditions of discrimination.

Regents Action: *No Action Taken.* In addition to the opportunity programs cited by the Commission, the Regents are also charged by statute to set admission standards in other areas, such as programs leading to professional licensure. While the Regents agree in principle with the thrust of this recommendation, they must discharge the duties entrusted to them by law.

3. Regulations should be clearly understood by the regulated as well as the regulators and:

a) be implemented only after vigorous effort on the part of regulating agencies to solicit criticism, comment and suggestion from the public, but especially those individuals and institutions most likely to be impacted by the prospective regulations;

Regents Action: *Approved.* This is current Regents policy and Department practice.

b) provide reasonable opportunity for appeal;

Regents Action: *Approved.* This is current Regents policy and Department practice.

4. Wherever possible government should use positive incentives rather than punitive proscriptions as a means of moving institutions of higher education in the policy directions set forth in the Master Plan.

Regents Action: *Approved.* The Regents ask the Commission to propose specific activities that include incentives in its statement of specific activities to be provided by September 1, 1981.

B. Prior to adopting public policy directed toward an institution or sector of higher education, the Regents will provide all sectors, the Legislature and the Governor with an Anticipated System Impact Statement (ASIS). The Regents will develop such statements as well for public policy proposals that affect higher education originating in the Legislature, the Executive Chamber or any other branch of State government.

Regents Action: *Approved in Principle.* The Regents now consult fully with the postsecondary system before making policies; they see no need, however, for a formal impact statement.

1. Expenditures for higher education capital facilities requiring tax levy funding or first instance appropriations should be subject to ASIS analysis.

Regents Action: *Approved.* This recommendation is subsumed under the broader Higher Education Construction Impact Statement proposed in Activity D.2 of this Statewide Plan.

III. The Pursuit of Excellence

A. It shall remain the role of the Regents to adopt minimal acceptable standards of quality for institutions whose academic currency (course credits and degrees) is warranted by The University of the State of New York.

Regents Action: *Approved.* This is current Regents policy.

B. Vigorous, constructive inter-institutional competition will be encouraged as an incentive to the diligent pursuit of excellence. To succeed this policy must include:

1. A broadly diverse range of institutions.

Regents Action: *Approved.* This is one of the Regents Goals in this Plan.

2. Realistic access to institutions by students unimpaired by factors of race, ethnicity, age, sex, national original or economic circumstance.

Regents Action: *Approved.*

3. Clear understanding by prospective students as to programs offered, charged required, and the distinctive attributes of all institutions within USNY.

Regents Action: *Approved.*

a) All prospective New York students will have reasonable access to professional postsecondary admission and financial aid counseling within all sectors of the USNY system.

Regents Action: *Approved.*

C. The CICU shall continue its efforts to strengthen the procedures and operations of the Middle States Association of Schools and Colleges. The CICU will continue its efforts to:

1. Reestablish the relationship that once existed between Middle States and the state education agencies within its region, if need be by proposing formal arrangements whereby standards of student/consumer protection are agreed upon on a regional basis by panels which include institutional representatives and representatives of state education agencies.

2. Assure the highest level of probity in relationships between institutions and students or prospective students by working with other sectors and Middle States to adopt ethical standards that protect the users of higher education from sharp practices and, at the same time, protect institutions within Middle States from the taint of identification with

institutions which are lax or deliberately deceptive with respect to protecting student/consumer interests.

a) The CICU would support the enforcement of regional student/consumer protection standards by state agencies, said standards evolving from a process within Middle States that provides equal input from state agencies and the member institutions of MSA.

b) The MSA process for enforcement of student/consumer protection standards will provide for

- the broadest possible consultation within the region prior to the issuance of draft standards;
- opportunity for concerned individuals and all institutions to testify on draft standards prior to their adoption;
- pervasive notification of the public and the constituencies of postsecondary education within the region as to the specific standards to be enforced as well as the method of initiating complaint, appeals procedure and sanctions that are allowable;
- peer institution participation in the appeals process by an institution outside the MSA region as well as participation by in-region institutions not competitive with the institution requesting the appeal.

Regents Action: *Approved in Principle.* The Regents fully support the Commission on Higher Education of the Middle States Association of Colleges and Schools. The Regents believe that participation should be voluntary, in keeping with Middle States' nature as a voluntary association.

D. The SED shall make maximum feasible use of MSA on all questions of institutional accreditation. The CICU will strongly support development of policy within MSA to require consultation with SED on its accreditation activities including SED participation on MSA team visits to institutions of higher learning in New York State.

Regents Action: *Approved in Principle.* It is current Department practice, whenever manpower considerations permit, to send a Department staff member on all visits by Middle States to New York institutions, as well as visits by accrediting teams of specialized accrediting associations in fields leading to licensure by the Regents.

E. The CICU will strongly support efforts by MSA, the SED and other education agencies to refine and strengthen outcome criteria by which postsecondary institutions are better able to measure their progress in pursuit of academic excellence.

Regents Action: *Approved.* The Department is seeking to develop such outcome criteria.

F. To increase the academic calibre of students chooosing to enroll at New York institutions of higher education:

1. The amount of Regents College Scholarship awards should at least be doubled to encourage more academically gifted students to enroll at New York's institution of higher education.

Regents Action: *Approved in Principle.* This recommendation supports Objective 4c of this Plan. However, it is not clear that this proposed action would alone be sufficient, and further study is needed.

G. To increase enrollment of students in New York's institutions of higher education:

1. A concerted high priority effort should be directed by the State Education Department toward correcting the large disparities in the college-going rate (CGR):

a) among counties;

Regents Action: *No Action Taken.* The Governor disapproved a similar recommendation in the Regents 1976 Plan with the suggestion that it be discussed with the County Officers Association. The Commission is asked to include specific proposals, in its statement of activities to be provided by September 1, 1981.

b) among black, hispanic and white students;

Regents Action: *Approved.* Increasing College-Going Rates so as to eliminate disparities among black, Hispanic and white recent high school graduates supports the Regents goal of Access and Objective 7a of this Plan. The Commission is asked to include specific proposals in its statement of activities to be provided by September 1, 1981.

c) the SED effort, marshalling articulated resources of school districts and institutions of higher education from the various sectors, should set a chronological design for reducing disparities by bringing lower half CGRs to the present average by "X" year and compressing the overall variations by a substantial percentage by "Y" year.

Regents Action: *No Action Taken.* Further study is needed, including a review of the implications for public and non-public schools.

2. Under the leadership of the SED, again in conjunction with the articulated resources of school districts and postsecondary institutions - a similar effort will be undertaken to correct the disparities in high school completion rates among counties.

Regents Action: *Approved in Principle.* The Regents would prefer to address the disparities in high school completion rates among school districts rather than counties. The Department's Resource Allocation Plan uses the school district as the basic unit.

3. To shift an increasing proportion of present college-level basic skills remediation programs out of postsecondary institutions, the SED, in cooperation with all sectors, will develop a pilot proposal for regionally based faculty articulation institutes (FAIs). These institutes will seek to provide an ongoing professional bridge between secondary and postsecondary teachers. The mission of the FAIs will be to improve pedagogical practices, develop more effective curricula and teaching materials.

   a) From state appropriations or other sources, the SED should oversee development of a reward system that would encourage individuals as well as school districts and postsecondary institutions to participate in FAIs.

   b) By 1984 the SED will have evaluated the FAI pilot and recommended a phase-out or expansion of the program, depending upon its performance.

Regents Action: *No Action Taken.* Further study of this recommendation is needed. The Regents are addressing the problem through the Regents Competency Tests, the Resources Allocation Plan, the standards for registration of high schools, and their proposal to make teaching a licensed profession. They would favor institutes designed to help secondary and postsecondary faculty to "improve pedagogical practices, develop more effective curricula and teaching materials."

H. To better utilize the postsecondary library resources of USNY, avoid inflationary erosion of quality, provide resources essential to obtain optimum information storage and retrieval systems at more campuses, the SED will develop a Regents Library Sharing Program to provide institutions in all sectors with library funding per FTE student contingent upon participating institutions' agreement to consortial arrangements and the opening of collection to all students within the USNY system.

Regents Action: *Approved.* Such a bill was part of the Regents 1980 Legislative Program and will be part of the Regents 1981 Legislative Program.

I. To overcome the growing obsolescence of research equipment and laboratory facilities on New York's campuses, SED will design a program to provide State funding for replacement and acquisition of scientific and technical equipment considered vital to New York's competitive industrial capability. Funding awards for such a program should involve priorities determined by SED in cooperation with the Department of Commerce and the New York State Science and Technology Foundation.

Regents Action: *No Action Taken.* Further study of this recommendation is needed, including the most appropriate lead agency and the level and source of funding. The Commission is asked to include specific activities to be provided by September 1, 1981. The Regents recognize that, generally, institutions in all sectors need periodically to replace wornout or obsolete equipment.

J. The Regents, in cooperation with the Department of Taxation and Finance and Division of the Budget, should propose a program of tax incentives for industry which will encourage investment by business in campus-based research.

Regents Action: *Approved in Principle.* The Regents are sympathetic to the concept of tax incentives to encourage investment by business in campus-based research. Further study is needed of the types and amounts of possible incentives. The Regents call on the Commission to provide more specific information and proposals in the statement of activities to be provided by September 1, 1981.

K. The Regents should establish a Professions Opportunity Fellowship Program to provide aid to graduates of State opportunity programs for the disadvantaged who are able to earn admission to medical, dental, law or veterinary schools in New York State.

Regents Action: *Approved in Principle.* The Regents understand that the Commission intends to seek such legislation in the 1981 session. They will support the Commission's bill.

IV. Expansion of Opportunity

A. To assure that our postsecondary system provides genuine opportunity for all New Yorkers who are interested and able to participate, the State's higher education fiscal policy should strive to strike a reasonable balance between direct aid to institutions and aid to students.

Regents Action: *Approved.*

B. While overall funding of higher education by the State can be expected to respond to significant contractions in enrollment, support of existing State fiscal programs for higher education must take into account the impact of inflation as a sine qua non for appropriation levels. Fiscal policy for higher education should recognize that reductions in enrollment can not be reflected in proportionate funding shrinkage, even in real dollars, because of the relatively high fixed costs of postsecondary operations. While this principle has been articulated by the Division of the Budget with respect to State University and City University appropriations, a similar acknowledgement has not been extended to the Bundy Aid program which is the major flow of institutional aid to New York's independent colleges and universities.

Regents Action: *Approved in Principle.* As noted in this Plan, the Regents assume that postsecondary education will be treated equitably with all other State-funded activities in the provision of State funds to offset inflation.

C. To avoid carrying over a large fixed cost bulge, the priority focus of fiscal policy for higher education must be student aid during the coming period of enrollment contraction. By assuring that tuition is reduced as a barrier to access and choice, the State would also be strengthening the wholesome inter-institutional competition alluded to in III.B as an important factor in the pursuit of excellence.

Regents Action: *Disapproved.* The Regents do believe that tuition costs in all sectors should be kept as low as possible, given cost of operation. They are committed to student aid. However, they do not believe that student and institutional aid are so imbalanced as to warrant such a priority.

1. The immediate student aid policy objectives of the Regents should embrace the inter-sector proposals for improvement of New York's Tuition Assistance Program. These include:

   a) elimination of the $200 reduction in TAP awards imposed upon students as they move into the fifth semester of college study:

Regents Action: *Approved.*

   b) increase the income eligibility level for maximum TAP awards to $5,000 annual net taxable income;

Regents Action: *Approved.*

   c) extension of TAP to needy part-time students enrolled in matriculated undergraduate programs for more than five but less than twelve credit hours.

Regents Action: *Approved.*

The CICU also recommends:

d) extension of minimum TAP awards to students whose net taxable annual family incomes are $30,000 or less;

Regents Action: *Approved.*

Items a, b, c, and d were part of the Regents 1980 Legislative Program and will be part of the Regents 1981 Legislative Program.

e) extension of TAP to students enrolled in full- and part-time graduate study with a scale of benefits proportionate to that provided undergraduate students;

Regents Action: *Defer.* The Regents believe that priority should be given to the extension of TAP to part-time undergraduates, improvement in the TAP program for undergraduates, and merit-based aid for graduate students.

f) adjustment of the maximum award schedule to reflect increases in tuition and fee charges since 1977.

Regents Action: *No Action Taken.* Further study is needed.

2. In keeping with the Regents policy of equal consideration of all sectors in the development of student aid policies, the CICU recommends that the State assume the institutional matching share of federal College Work Study outlays for independent institutions as it does for SUNY and CUNY. This is a 4 to 1 federal/state ratio.

Regents Action: *Approved.*

D. Unless there is prompt and sustained repair to funding of the State-mandated Higher Education Opportunity Program, there is danger more independent sector campuses will have no viable option other than phasing out these highly successful programs for the disadvantaged. There is need to:

1. Restore the 2% Executive Budget cut in HEOP which was the only proposed reduction in higher education not restored by the Legislature;

Regents Action: *Approved.* The Regents will continue to request full funding for HEOP as well as for other programs they administer for which the 2 percent cut was not restored, medical-dental capitation and the Regents Academic Chairs.

2. Appropriate an additional $5 million for HEOP to enable

a) an increase of enrollment from 5,000 to 6,000 students,

b) an increase in HEOP per student funding to $2,043 per year.

Regents Action: *Approved in Principle.* The Regents have made a simliar request in their 1981 budget request.

3. Establish a Professions Opportunity Fellowship Program (see III.J., above) [sic, actually III K], which will serve to provide an additional academic effort incentive to students enrolled in SEEK, EOP and HEOP while serving to diminish the outflow of talented opportunity program graduates to out-of-state professional schools.

Regents Action: See action on III K, above.

E. In order that there be more even distribution of two-year programs throughout the State and to assure a greater variety of postsecondary options to students who reside in counties where there are no SUNY community colleges or in counties where SUNY/CUNY community colleges do not have capacity for additional students - and to avert investment in costly facilities which may be redundant in a few years, - CICU recommends that the Regents strongly support enactment of legislation which gives local governments the option of contracting with local independent colleges willing to provide two-year associate degree programs for local students whose family incomes would not reasonably cover tuition charges at these institutions. Tax levy funds for these programs would be provided by local and state per FTE aid not greater than what would have been provided to SUNY or community colleges in other counties had the local students enrolled in them. Tuition charges to these students would be no greater. Participating institutions would be ineligible for Bundy Aid for degrees earned by these students.

Regents Action: *Approved in Principle.* The Regents have supported this bill in the past.

F. To assure more comprehensive, timely and accurate information to prospective students and thereby contribute to a better match of students and appropriate postsecondary institutions, the CICU recommends that the Regents include in the operating budget of SED a request for appropriations to cover the Admission Referral and Information Center, to be operated by CICU under contract with SED. Revived State funding of ARIC - an experiment found to be highly successful by SED and the guidance community of New York - should cover:

1. Statewide outreach into every high school district;

2. Guidance specialization for

   a) the economically and educationally disadvantaged

   b) the handicapped

   c) the academically precocious

   d) adult learners;

3. Out-of-state information services;

4. Liaison in Washington and at the United Nations with ministries of education abroad for contract relationships with New York State institutions.

Regents Action: *Approved in Principle.* The Regents will seek such funding through separate legislation rather than inclusion in the Department's budget request.

V. Effective Accountability

A. To provide their fellow higher education policy makers in other branches of State government with a better measure of cost-effectiveness in the expenditure of tax levy funds, the Regents should provide annual reporting of

   1. State and local tax levy support, by sectors

      a) per FTE student (resident, non-resident and total)

      b) per FTE student by degree programs

      c) by instructional and non-instructional services per FTE student

      d) by degree awarded

   2. In-state, out-of-state tuition charges, by sector and degree level.

   3. Relative compensation of academic and non-academic personnel

      a) by rank, sector and type of institution

   4. The impact of higher education collective bargaining settlements on the distribution of State tax levy funds.

   5. Resource flows to New York higher education institutions

a) indicating tuition as a percentage of total operating costs

b) philanthropic support

c) government grants

d) income from industry and business research and training contracts.

Regents Action: *Approved in Principle.* The Department is improving its financial analyses for planning purposes, within limits imposed by its own funding, the availability of data, and the cost to institutions of providing data.

B. The State Education Department should biennially issue a report indicating the total space inventory of USNY by institution, usage, age and condition.

1. The Regents, in cooperation with the Dormitory Authority, should annually report on the renovation needs of USNY.

Regents Action: *Approved in Principle.* The Regents will determine the extent to which data presently being collected would permit such biennial reports.

C. The Regents, in cooperation with the State Department of Commerce and the Science and Technology Foundation, will biennially report on:

1. USNY's inventory of faculty expertise;

2. USNY's inventory of equipment and facilities capable of industrial and government research projects;

3. USNY's inventory of non-degree manpower training capabilities.

Regents Action: *Approved in Principle.* The data that the Commission proposes that the Department collect would be extraordinarily burdensome for institutions to provide. Other agencies are seeking to prepare such reports.

D. The Regents should support the Commissioner's Code of Ethics in Advertising by issuing public statements identifying transgressions by institutions as well as third parties.

Regents Action: *No Action Taken.* The voluntary code of ethics for advertising by degree-granting institutions was issued in 1980 over the signatures of the Chairman of the Commission, the Chancellors of State University and City University, the Chairman of the Association of Private Degree-Granting Institutions, and the Commissioner. It was agreed, in issuing the code, that the Department would act only in a service capacity, in calling to the attention of an institution violations of the code by it or its agent. Should this procedure prove ineffective, the Commissioner will review other procedures with the other co-signers.

E. See III., C. for recommendations on student/consumer protection.

Regents Action: See III C, above.

F. The Regents should recommend to the Executive Chamber that access to federal funds sought by State agencies for programs requiring capabilities of higher education institutions will be extended to institutions in all sectors.

Regents Action: *Approved in Principle.* This depends on a case-by-case review of Federal program requirements. In general, the Regents favor equal access to Federal programs for all New York institutions.

VI. Adaptability to New Environments

A. The Regents should gather from State and Federal agencies on a regular basis projections of future manpower needs for business, government and the voluntary service sector of New York. These data should be made available to higher education institutional planners for academic planning purposes. The Regents should also provide SED's projections of manpower needs as related to academic program offerings.

Regents Action: *Approved in Principle.* This recommendation supports Activity D.9 proposed in this Plan. The Department does not now make its own "projections of manpower needs as related to academic program offerings," but uses those of other agencies and organizations. Should any be made, they would be provided to institutions.

B. The Regents should provide incentives to inter-institutional cooperative arrangements that will avoid needless redundancies of investment in staff, equipment and facilities. These incentives may involve adaptation of the regulatory processes to unique institutional arrangements, funding grants for joint planning, consortium development grants.

Regents Action: *Approved in Principle.* The Regents strongly support interinstitutional cooperation. The Regents proposal for Regional Educational Cooperative Services Agencies would significantly support the Commission's recommendation. At the present time, however, the Regents have no funds available to support "grants for joint planning, consortium development grants." They request that the Commission include specific proposals in its statement of activities to be provided by September 1, 1981.

C. The Regents will encourage the development of Regional Planning Councils which will include chief executive officers, trustees and public members.

1. Regional councils should serve as mediation and review panels, screening inter-institutional disputes.

Regents Action: *Approved.*

D. The Regents should encourage experimentation with new chronological designs for elementary, secondary and higher education.

Regents Action: *Approved.* In general, the Regents support and encourage responsible experimentation within statutory limits, that includes provision for evaluation of success.

E. The Regents should take immediate steps to respond to the Report prepared by Dr. James Perkins and a distinguished panel of citizens for the President of the United States which recommends sigificantly increased emphasis upon international studies and foreign languages by American higher education.

Regents Action: *Approved in Principle.* The Regents generally support efforts to increase knowledge and understanding of foreign languages and cultures. However, the recommendations in the Perkins report generally are within the authority of individual public, independent, and proprietary degree-granting institutions to implement.

Appendix B

STATUS OF RECOMMENDATIONS CONTINUED FROM EARLIER STATEWIDE PLANS AND PROGRESS REPORTS (1976, 1974, 1972)

Note: Comments are provided on these recommendations only in the cases of special circumstances.

Excellence

1976 Statewide Plan

1. Experiments in nontraditional kinds of graduate programs, especially Doctor of Arts, for new clienteles should be carried out, provided there is no diminution of quality.

Status: Achieved. Seven Doctor of Arts programs have been established at two public and four independent institutions in four different disciplinary areas.

1974 Progress Report

2. All institutions offering master's programs in the State prepare plans for self-review of all master's programs, to be based upon guidelines provided by the Regents in their bulletin for the 1976 Statewide Plan.

Status: Continued.

1972 Statewide Plan

3. All two-year, degree-granting institutions examine practices in admissions, instruction, and supportive services in programs which are career-oriented at the two-year level with the intent of increasing the number of students who successfully complete such programs and who enter the job market.

Status: Continued.

4. All currently authorized master's programs be reviewed for their strength from primarily the standpoints of program purposes and accomplishments, and secondarily, student needs and institutional goals and resources. Institutions should withdraw those programs which, upon evaluation, prove to be (a) inactive or underenrolled, (b) of marginal quality and which cannot be strengthened by sharing resources with other institutions, and (c) below the minimum standards set by the Commissioner's Regulation.

Status: Continued.

5. Additional institutions not offer master's programs unless the circumstances are most unusual or the program is a cooperative venture. Those institutions already authorized to offer master's programs should (a) define the primary objectives of current or new programs, (b) make explicit the practices which will enable students to achieve them, and (c) periodically verify the need for these programs. Quality and effectiveness in meeting student needs should be both the goals for developing new programs and the prime consideration in assessment of ongoing programs.

Status Continued.

6. Wherever possible, the purposes of professional certification and licensing be separated from those of general master's degrees. A master's program which is required as part of professional certification requirements or which serves as an introductory level for a higher degree should be a detachable program with goals and an integrity of its own.

Status: Continued, except for the second sentence. Some professional master's degree programs do not lend themselves to separation of degree requirements from licensure or certification requirements.

7. Master's and doctoral students have academic advising facilities and services which are of high quality and conveniently available to all categories of graduate students —whether or not they matriculate, attend college in the day or evening, attend college in summer or regular sessions, or are enrolled for part-time or full-time work. The goal of such planning is coherent study which is clearly relatable to programmatic and/or personal objectives.

Status: Continued.

8. Institutions find appropriate ways to evaluate their efforts in master's education through followup studies of graduates' continuing education and career development, analysis of reasons for students' withdrawal from programs, testing of graduates, investigation of intangible factors, visits by external reviewers, and joint reviews with employers of the effectiveness of their graduates' education.

Status: Continued.

9. All higher education institutions in the State reassess their recruitment and promotion policies to assure that a truly diverse faculty be enlisted which will include qualified members of minority groups, women, and experienced practitioners from business, industry, and the cultural institutions of our society.

Status: Continued.

10. Faculty continue in its traditional role in academic matters in cooperation with the administration and that the following matters not be subject to collective bargaining:

a. Academic tenure should be awarded to individual faculty members according to the process set by the bylaws of the institution. It is a process which involves the faculty, academic departments, and the administration. Faculty should participate as an academic body and not as a collective bargaining unit.

b. Curriculum development and revision should remain the responsibility of the academic departments, departmental faculty, and the administration of individual institutions.

c. The process for faculty evaluation, promotion, and retention should be provided for in the bylaws. The processes should not be defined by the terms of a collective bargaining contract.

d. Student/faculty ratios and class size are and should remain a determination of the academic department and the administration.

e. Administrative and/or academic organizational structure is a prerogative of the administration.

Status: Continued.

11. In the area of academic libraries, that academic institutions provide special library instruction and counseling for students needing this assistance.

Status: Continued.

12. In the area of academic libraries, that effective use be made of all media including the development of an information retrieval and dissemination system.

Status: Continued.

13. In the area of academic libraries, that, in recognition of the vitally important role of the Research Libraries of the New York Public Library in the total network of the State and of the key role the library plays in the support of academic library service including the State University of New York, The City University of New York and the private colleges and universities of New York, the State increases its support for the Research Libraries of the New York Public Library.

Status: Achieved. Since 1972, the legislature has provided additional funding for the Research Libraries of the New York Public Library.

Access

1976 Statewide Plan

14. That higher education institutions continue their efforts to enroll women and minority students at all levels of academic study, especially graduate study.

Status: Continued. While participation by women and members of minority groups in postsecondary education has improved significantly in the last ten years, the proportion of graduate degrees awarded to members of minority groups is significantly smaller than the proportion of undergraduate degrees. The Regents urge that institutions continue their efforts to enroll women and minority students at all levels.

15. As a long-term goal, and if funds become available, State financial aid be extended to part-time students.

Status: Continued.

16. The elimination of barriers to equality of opportunity for doctoral studies for women and minority group members.

Status: Continued.

1974 Progress Report

17. Institutions, especially community colleges, extend specialized counseling services to senior citizens, prisoners, veterans, and armed forces personnel; where possible, these services be coordinated with existing community counseling services.

Status: Continued.

18. Special opportunity programs for inmates be established as needed by collegiate institutions in reasonable proximity to correctional institutions.

Status: Continued as amended. Special opportunity programs for inmates be maintained and established where still needed by collegiate institutions in [reasonable proximity to] correctional institutions. Where they do not exist, traditional on-campus programs for ex-offenders should also be established.

1972 Statewide Plan

19. All higher education institutions in New York State, according to their financial abilities, plan to expand enrollments of minority group students, over and above opportunity program students, and to submit corroborative data to this effect.

Status: Continued as amended. All higher education institutions in New York State [,according to their financial abilities,] plan to expand enrollments of minority group students, over and above opportunity program students, with special emphasis on retention to graduation and increasing the numbers of such students in fields where they are now underrepresented, and to submit corroborative data to this effect.

20. Enrollment in all opportunity programs increase to a range of 35,000 to 37,000 in 1980 to increase opportunity for minority groups while providing balanced minority enrollments in opportunity and regular programs. The Higher Education Opportunity Program (HEOP) should be expanded to 8,000 students by 1980 to insure adequate representation in the private sector.

Status: Discontinued. This recommendation referred specifically to a period ending in 1980.

21. New financial arrangements be developed to enable private institutions to meet the undergraduate enrollment goals in the master plan of the Commission on Independent Colleges and Universities.

Status: Continued as amended. New financial arrangements be developed to enable [private] independent institutions to meet the [undergraduate] enrollment goals for the independent sector in the [master plan of the Commission on Independent Colleges and Universities] Regents Statewide Plan.

22. Student financial aid programs incorporate additional provisions for all adults who wish to continue their education beyond high school.

Status: Continued.

23. Occupational programs at the community colleges be more fully articulated with programs in the secondary schools and with Boards of Cooperative Educational Services (BOCES) to provide a better continuum of opportunity for graduates of the secondary schools to pursue their career choices at the community college level. This should include provisions for advanced standing based on performance criteria where appropriate.

Status: Continued as amended. Occupational programs at [the community] two-year colleges be more fully articulated with programs in the secondary schools and with Boards of Cooperative Educational Services (BOCES) to provide a better continuum of opportunity for graduates of the secondary schools to pursue their career choices at the [community] two-year college level and to coordinate services to the adult population to ensure quality and cost-effectiveness, minimize duplication of programs, and contribute to the economic development of the State. [This should include provisions for advanced standing based on performance criteria where appropriate.]

Diversity

1972 Statewide Plan

24. Collegiate postsecondary institutions in the State work together and with the Regents to encourage and recognize learning on the postsecondary level wherever such learning takes place.

Status: Continued.

25. Colleges and universities in the State consider their responsibility to those citizens of the State who are unable to go where educational services are traditionally provided (such as rural and urban poor, the elderly and hospitalized, and prison inmates), and create programs and courses that are appropriate for and geographically available to the people.

Status: Continued.

26. The State support expanded offerings in the College Proficiency Examination Program to undergird the Regents external degrees and to meet pressing needs for validation of college-level independent study in crucial areas of societal concern such as criminal justice, reading instruction, and the allied health fields.

Status: Continued.

27. The State and Federal governments approve appropriate incentive plans for all health care personnel that will guarantee a more equitable distribution of these professionals throughout the State.

Status: Continued.

Effective Use of Resources

1976 Statewide Plan

28. The coordination of planning of graduate program offerings at all institutions to avoid needless duplication, to make the best use of available resources for meeting program needs, and to maintain quality at high levels. The development of consortia is encouraged. In particular, in the next four years efforts should be made to develop a New York City consortium for offering doctoral programs in various fields where faculty strengths and other resources are complementary.

Status: Continued, except for the last sentence. The last sentence referred to a specific period of external funding, which now has ended. The effort to develop a New York City consortium is continuing.

29. A change of emphasis in doctoral programs, where called for, to take into account shifts in the kinds of education and training appropriate to students' future careers and the changing needs of society that doctorates will be expected to serve.

Status: Continued. Since 1976, several proposals for new doctoral programs to meet changing needs of society have been approved. These have included Doctor of Arts (D.A.) and Doctor of Psychology (Psy.D.) programs which provide doctoral level training for those who seek to apply their knowledge and skills in practice, as well as interdisciplinary programs which recognize the multiple perspectives needed for understanding a complex society.

30. Identification of nontraditional markets for doctorates and the integration of program mission, curriculum, and student placement.

Status: The preparation of individuals who have knowledge and the ability to use it for meeting society's needs and solving its problems is part of the mission of postsecondary education. The advanced skills and knowledge acquired in doctoral programs have broad applicability; however, many graduates are not employed in positions which fully call upon their extensive training and advanced level of preparation. The Regents encourage efforts to make the Nation's various communities, including industry, government, and business, aware of this valuable human resource and the multiple benefits that can be derived from the employment of these highly trained individuals.

31. Supply and demand should be considered in planning academic programs that prepare students for specific careers. Institutions offering such programs should provide students with current information on such placement and promote a liaison between faculty and employers.

Status: Continued.

32. Colleges and universities preparing school personnel are urged to:

a) Counsel students interested in teacher preparation about the supply-demand prospects for teachers.

b) Consider consolidation or elimination of preparatory programs which show a low rate of placement in elementary and secondary schools.

c) Identify supplementary or alternative career opportunities for persons enrolled in teacher education programs.

Status: Continued. This recommendation is a special case of recommendation #31 (above).

1974 Progress Report

33. Each institution assess its tenure policy, especially in light of the revised enrollment goals presented by the Regents, and develop a rational and flexible tenure policy which contains provisions to deal with possible institutional enrollment declines.

Status: Continued.

34. The State Education Department study the issue of determining the appropriate State role in aiding private institutions in financial difficulty.

Status: Achieved. In January of 1977, the Regents adopted a set of "Guidelines for Commissioner's Procedures in Addressing the Cases of Higher Educational Institutions Experiencing Financial Distress." Since that time, the Department has implemented a regular procedure to monitor the financial condition of the State's independent colleges and universities.

35. The State continue to reimburse public institutions for necessary expenditures to permit achievement of Regents approved enrollment goals while maintaining subsidized tuition rates.

Status: Continued.

36. The highest priority be given to the improvement of community college financing and governance.

Status: Continued.

37. The State continue to press for legislation to fund staff and other expenses associated with Regents regional activities.

Status: Continued. The Regents continue to urge regional coordination among postsecondary institutions.

1972 Statewide Plan

38. Guidelines for tenure, including goals and current faculty tenure proportions by faculty rank, sex, and ethnic identity, and procedures for the dismissal of incompetent tenured faculty be developed by all institutions.

Status: Continued.

39. In continuing education, postsecondary institutions should cooperate in the region to: eliminate administrative and program differentiation between regular day programs and continuing education programs; eliminate duplications of offerings; make maximal use of available facilities and qualified faculty; insure that non-traditional offerings are available to those adults needing them; guarantee transferability of credit; accelerate the acquisition of necessary credentials; and provide financial aid as needed and warranted.

Status: Continued.

40. Planning be undertaken to determine the best utilization schema for the educational opportunity centers in the State. Particular attention should be paid to the mission, role, functions, and clientele of these institutions as well as the role played by private colleges and to the differing conditions in various urban settings.

Status: Continued as amended. [Planning be undertaken to determine the best utilization schema for the educational opportunity centers in the State.] After a decade, the Educational Opportunity Centers are past the experimental stage. [Particular attention should be paid to] State University should draft a comprehensive plan for the ongoing mission, [role, functions, and] clientele, financing, and accountability of [these institutions as well as the role played by private colleges and to the differing conditions in various urban settings] the centers and invite broad public comment prior to its implementation.

41. The current Joint Committee on Professional Practice of the New York State Boards for Medicine and Nursing pursue the delineation of the appropriate relationships in practice among the physician, the physician's associate, the specialist's assistant, and the registered professional and licensed practical nurse.

Status: Continued.

42. Comprehensive long-range facilities planning be continued at all levels in order to forestall the construction of new buildings when existing facilities can be altered to serve the same purpose at a lesser cost.

Status: Continued.

43. The City University of New York identify individual senior college facilities priorities within these constraints:

a. that overall space of the senior colleges not exceed 100 net assignable square feet per full-time equivalent student.

b. that no construction take place which is not a part of a master plan approved by the Regents and the Governor.

Status: Continued.

44. Institutions individually and jointly within regions review low enrollment courses and programs and take steps to eliminate or consolidate those that are not essential to the preservation of a unique academic character.

Status: Continued. The Regents continue to support regional planning. Section 54.2 of the Regulations of the Commissioner of Education allows the Commissioner to authorize a Regents Regional Advisory Council or, in its absence, a similar regional organization to review and make recommendations concerning proposed branch campuses and extension centers within a region. Regents Regional Advisory Councils were conceived as a forum in which joint programs and cooperative arrangements might be developed.

Appendix C

PROGRAMS OF STUDY BY INSTITUTION

by Major-Mission Area

MAJOR HEGIS AREAS*

01 Agriculture and Natural Resources
Production of food and management of natural fiber, plant, forest, and wildlife resources.

02 Architecture and Environmental Design
Design of buildings, communities, parks and other manmade aspects of the physiosocial environment.

03 Area Studies
Study of cultures indigenous to specific geographic regions.

04 Biological Sciences
Science of life or living matter in all its forms and phenomena especially with regard to the origin, growth, reproduction and structure of life forms.

05 Business and Management
Organization, operation, administration, and control of private and public organizations.

06 Communications
Collection, preparation, presentation of ideas and information intended for popular consumption through mass media.

07 Computer and Information Sciences
Design, development, and application of computer capabilities to data storage and manipulation and related computational procedures.

08 Education
Administration and control of educational organizations and institutions and subjects related to instruction and services both within and outside of such formal organizations.

09 Engineering
Practical application of basic scientific knowledge to the design, production, and operation of systems intended to facilitate man's control and use of his natural environment.

10 Fine and Applied Arts
Creation and appreciation of the diverse modes of communicating ideas and emotions by means of stylized, visual, and nonvisual representations and symbols.

11 Foreign Languages
Mastery of a language other than English or the study of a foreign culture through exploration of the literature of that culture as expressed in the vernacular language.

12 Health Professions
Maintenance and restoration of physical and mental health.

13 Home Economics
Theory and practice of family and home care including the science of foods, home decoration and management, and child care.

14 Law
Instruction in the legal customs, practices, and rules of society and states for the purpose of pursuing a career in jurisprudence.

15 Letters
English language and literature and value systems related to ancient and modern cultures.

16 Library Science
Instruction in the professional skills required to organize collections of books and related materials and the training necessary to providing services related to them.

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* "HEGIS" indicates the Higher Education General Information Survey code, based on the *Taxonomy of Instructional Programs in Higher Education* (U.S. Office of Education), under which a program is registered by the New York State Education Department. The matrix on pages 54–63 uses the following codes to indicate the level of program offerings:
U — Undergraduate
G — Graduate
B — Both

17 Mathematics
Science of numbers and space configurations and their operations, measurement, relationships, and abstractions.

18 Military Sciences
Techniques and skills unique to the pursuit of a professional career as a military officer.

19 Physical Sciences
Basic nature of matter, energy, and associated phenomena.

20 Psychology
Behavioral and mental processes.

21 Public Affairs and Services
Development and improvement of competencies in the management and operation of governmental agencies.

22 Social Sciences
All aspects of the past and present activities, conduct, interactions, and organizations of humans.

23 Theology
Preparation and training for a religious vocation.

49 Interdisciplinary Studies
Studies involving more than one major discipline without primary concentration.

50 Business and Commerce Technologies
Commercial, business, or secretarial occupations primarily at the semiprofessional level.

51 Data Processing Technologies
Data processing or related occupations primarily at the semiprofessional level.

52 Health Services and Paramedical Technologies
Health service occupations primarily at the semiprofessional level.

53 Mechanical and Engineering Technologies
Mechanical and engineering related occupations primarily at the semiprofessional level.

54 Natural Science Technologies
Natural science related occupations primarily at the semiprofessional level.

55 Public Service Related Technologies
Public service related occupations primarily at the semiprofessional level.

MAJOR HEGIS AREAS

INSTITUTION	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17	18	19	20	21	22	23	49	50	51	52	53	54	55
PUBLIC-SPECIAL																														
Regents External Degree Program					U							U												U			U			
STATE UNIVERSITY OF NEW YORK (SUNY)																														
Albany (SUNY at)			B	B	B		G	B		B	B	B			B	G	B		B	B	B	B		B						
Binghamton (SUNY at)		U	U	B	B			G	U	B	B	B			B		B		B	B		B		B						
Buffalo (SUNY at)		B	B	B	B	G	B	B	B	B	B	B		G	B	G	B		B	B	G	B		B	U			U		
Stony Brook (SUNY at)		U	U	B			B		B	B	B	U			B		B		B	B	B	B		B						
Buffalo Health Sciences Center (SUNY)				B				B				B							B											
Downstate Medical Center (SUNY)				G								B							G								U			
Stony Brook Health Services Center (SUNY)												B															U			
Upstate Medical Center (SUNY)				G								B															U			
Brockport (SUC at)			U	B	U	U	U	B		U	U	U			B		B		B	B	B	B		B						
Buffalo (SUC at)			U	B		U	U	B	U	U	U		B		B		B		B	U	B	B		B						
Cortland (SUC at)				B				B		U	B	U			B		B		B	B	B	B		U						
Empire State College (SUNY)				U	U			U		U					U		U		U	U	U	U		U	U					U
Fredonia (SUC at)				B	U			B		B	U	U			B		B		B	U		B		B						
Geneseo (SUC at)			U	B	U			B		U	B	B			B	G	B		B	B		B								
New Paltz (SUC at)			U	B	U			B		B	B				B		B		B	B		B		B						
Old Westbury (SUC at)			U	U	U			U		U										U		U								
Oneonta (SUC at)			G	B				B		B	U		B		B		B		B	U		B		U						
Oswego (SUC at)			U	B	U	B	U	B		B	U				B		B		B	B	U	B		U						
Plattsburgh (SUC at)			U	B	U		U	B		U	U	U	B		B		B		B	B		B		B						
Potsdam (SUC at)				B			U	B		B	B	U			B		B		B	U		B		U						
Purchase (SUC at)				U						U					U		U		U	U		U		U						
Environmental Science and Forestry (NYS College of)	B	B		B					B										B									U	
Maritime College (SUNY)					B		U		U										U											

U -- Undergraduate
G -- Graduate
B -- Both

PROGRAMS BY INSTITUTION

MAJOR HEGIS AREAS

INSTITUTION	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17	18	19	20	21	22	23	49	50	51	52	53	54	55
Optometry (NYS College of)												G																		
Technology at Utica/Rome (NYS College of)			U		U			B	U			U									U	U		U						
Agriculture and Life Sciences at Cornell University (NYS College of)	B	B	G	B		B		B	B				G				G		B	G		B								
Ceramics at Alfred University (NYS College of)									B	B																				
Human Ecology at Cornell University (NYS College of)	G	B		B				B					B		G				G		U	G								
Industrial and Labor Relations at Cornell University (NYS College of)					B	G		G									G					G								
Veterinary Medicine at Cornell University (NYS College of)				G								G	G																	
Alfred (SUNY Ag. & Tech. College at)					U				U															U	U	U	U	U	U	U
Canton (SUNY Ag. & Tech. College at)									U															U	U	U	U	U	U	U
Cobleskill (SUNY Ag. & Tech. College at)																								U	U	U	U	U	U	U
Delhi (SUNY Ag. & Tech. College at)									U															U	U	U	U	U	U	U
Farmingdale (SUNY Ag. & Tech. College at)									U															U	U	U	U	U	U	U
Morrisville (SUNY Ag. & Tech. College at)					U				U															U	U	U	U	U	U	
Adirondack Community College									U															U	U	U	U	U	U	U
Broome Community College									U															U	U	U	U	U	U	U
Cayuga County Community College									U															U	U	U	U	U	U	U
Clinton Community College																								U	U		U			U
Columbia-Greene Community College																								U	U	U	U		U	U
Community College of the Finger Lakes																								U	U	U	U	U	U	U
Corning Community College									U															U	U	U	U	U		U
Dutchess Community College									U															U	U	U	U	U	U	U
Erie Community College									U															U	U	U	U	U	U	U
Fashion Institute of Technology					U					U															U			U		
Fulton-Montgomery Community College									U															U	U	U	U	U	U	U
Genesee Community College																								U	U	U	U	U		U
Herkimer County Community College																								U	U	U	U	U		U

MAJOR HEGIS AREAS

INSTITUTION	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17	18	19	20	21	22	23	49	50	51	52	53	54	55
Hudson Valley Community College									U															U	U	U	U	U	U	U
Jamestown Community College									U															U	U	U	U	U	U	U
Jefferson Community College									U															U	U	U	U		U	U
Mohawk Valley Community College									U															U	U	U	U	U	U	U
Monroe Community College					U				U															U	U	U	U	U	U	U
Nassau Community College									U															U	U	U	U	U		U
Niagara County Community College																								U	U	U	U	U	U	U
North Country Community College																								U	U		U			U
Onondaga Community College									U															U	U	U	U	U		U
Orange County Community College									U															U	U	U	U	U		U
Rockland Community College									U															U	U	U	U	U	U	U
Schenectady County Community College																								U	U		U	U	U	U
Suffolk County Community College									U															U	U	U	U	U		U
Sullivan County Community College									U															U	U		U	U	U	U
Tompkins-Cortland Community College																								U	U		U	U	U	U
Ulster County Community College									U															U	U	U	U	U	U	U
Westchester Community College									U															U	U	U	U	U	U	U
THE CITY UNIVERSITY OF NEW YORK (CUNY)																														
Graduate School and University Center, The				G	G			G	G	G	G	G			G		G		G	G	G	G		U						
Bernard M. Baruch College					B		B	B		U	U	G			U		U			B	B	U		U						
Brooklyn College			B	B	B	B	B	B		B	B	B	B		B		B		B	B		B		U						
City College, The		B	U	B			B	B	B	B	U	B		U	B		B		B	B		B		G						
College of Staten Island, The			U	B				B	U	B	B	U			B		B		B	U		B		U	U	U	U	U	U	U
Herbert H. Lehman College			U	B	U			B		B	B	B	B		B		B		U	U		B			U					
Hunter College			B	B	U	B	U	B		B	B	B	B		B		B		B	B	G	B			U					

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John Jay College of Criminal Justice																			B	G	B	U								U
Queens College			B	B	U	B	B	B		B	B	B	B		B	G	B		B	B		B			U			U		
York College				U	U			U		U	U	U			U		U		U	U		U								
Borough of Manhattan Community College																								U	U	U	U			
Bronx Community College									U															U	U	U	U	U		U
Eugenio Maria de Hostos Community College																								U	U		U			U
Fiorello H. La Guardia Community College																									U	U	U		U	U
Kingsborough Community College				U													U		U					U	U	U	U		U	U
Medgar Evers Community College				U	U			U				U										U		U	U		U			U
New York City Community College																								U	U	U	U	U	U	U
Queensborough Community College									U															U	U	U	U	U	U	
INDEPENDENT																														
Academy of Aeronautics																												U		
Adelphi University			U	B	B	U		B		B	B	B			B		B		B	B	B	B		U	U					U
Albany College of Pharmacy												U																		
Albany Law School, The														G																
Albany Medical College				G								G															U			
Alfred University				B	U			B			U	U			B		B		B	U	B	B		U						
American Academy of Dramatic Arts																									U					
Bank Street College of Education, The								G																						
Bard College										U					U							U		U						
Barnard College	U		U	U				U		U	U				U		U		U	U		U		U						
Beth Israel Medical Center School of Nursing																											U			
Boricua College					U			U													U			U						
Bramson ORT																									U	U		U		
Brooklyn Law School														G																

MAJOR HEGIS AREAS

INSTITUTION	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17	18	19	20	21	22	23	49	50	51	52	53	54	55
Canisius College of Buffalo, New York, The				B	B			B		U	B	U			B		B		B	U		B		U			U			
Cathedral College of the Immaculate Conception															U					U		U								
Cazenovia College																								U	U		U			U
Christ The King Seminary																							G							
Clarkson College of Technology				U	B				B						U		B		B	U		U		B						
Colgate Rochester-Bexley Hall-Crozer Divinity School															G								G							
Colgate University			B	B	U		U	G		U	B				B		B		B	B		B		B						
College for Human Services, The																					U									U
College of Insurance, The					B												U								U					
College of Mount Saint Vincent			U	U		U		U		U	U	U			U		U		U	U		U		U	U					U
College of New Rochelle, The				U	U	U		B		U	U	U			U		U		U	U	U	U		U						
College of Saint Rose, The			U	B	B			B		U	U	U			B		U		U			B		B						
Columbia Memonal Hospital School of Nursing																											U			
Columbia University		B	B	B	G	G		G	B	B	B	B		G	B	G	B		B	B	G	B		B	U					
Concordia College				U				U		U					U						U	U		U	U		U			
Cooper Union for the Advancement of Science and Art, The		U					U		B	U							U		U						U				
Cornell University	B	B	B	B	B		G	G	B	B	B	G	B	G	B		B		B	B	G	B		U						
Culinary Institute of America																													U	
Daemen College				U	U			U		U	U	U			U		U			U				U	U	U				
Dominican College of Blauvelt					U			U			U	U			U		U			U	U	U		U						U
Dowling College			U	U	B			B	U	U	U	U			U		U		U	U		U		U						
D'Youville College				U	U			U			U	U			U		U		U	U		U								U
Edna McConnell Clark School of Nursing																											U			
Elizabeth Seton College																								U	U		U			U
Elmira College, The			U	B	U		U	B		U	U	U			B		B		U	U	U	B		U	U	U	U	U		U

MAJOR HEGIS AREAS

INSTITUTION	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17	18	19	20	21	22	23	49	50	51	52	53	54	55
Fordham University			B	B	B	B		B		U	B			G	B		B		B	B	B	B		U		U				
Friends World College																								U						
Gen. Theological Seminary of the Protestant Episcopal Church in the United States, The															G								G							
Hamilton College			U	U						U	U				U		U		U	U		U		U						
Harriman College																								U	U					U
Hartwick College			U	U	U			U		U	U	U			U		U		U	U		U		U						
Hebrew Union College-Jewish Institute of Religion																							B							
Helene Fuld School of Nursing of the Hospital for Joint Diseases																											U			
Hilbert College																								U	U			U		U
Hobart and William Smith Colleges			U	U				U		U	U				U		U		U	U		U		U						
Hofstra University	U		U	B	B	U	U	B	U	B	B	G		G	B		B		B	B		B		B	U					U
Holy Trinity Orthodox Seminary																							U							
Houghton College				U	U	U		U		U	U				U		U		U	U		U	U	U						U
Institute for Advanced Studies in the Humanities																						G								
Institute of Design and Construction																												U		
Iona College				B	B	U	U	U			B	B			B		U		U	B	B	B		U						
Ithaca College				U	U	B		B		B	U	B			U		U		U	U	U	U		U						
Jewish Theological Seminary of America, The										B					G							B	B							
Juilliard School, The										B																				
Keuka College				U	U			U		U	U	U			U		U			U	U	U		U						
King's College, The				U	U			U		U	U	U			U		U		U	U		U		U						
Ladycliff College			U	U	U			U		U	U	U			U		U			U		U			U					
Le Moyne College				U	U		U				U				U		U		U	U		U								
Long Island College Hospital School of Nursing, The																											U			

MAJOR HEGIS AREAS

INSTITUTION	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17	18	19	20	21	22	23	49	50	51	52	53	54	55
Long Island University			B	B	B	B	U	B	B	U	U	B			B	G	B		B	B	B	B		U	U	U	U	U		
Manhattan College			U	U	B		U	B	B	U	U	U			B		U		U	U		B		U	U		U			
Manhattan School of Music								B		B																				
Manhattanville College			U	B				B		U	U				B		B		B	U		B	U	G					
Mannes College of Music, The										U																				
Maria College of Albany																								U	U		U			U
Maria Regina College																								U	U					U
Marist College			U	U	B	U				U	U				U		U		U	B	B	U			U					
Maryknoll Seminary																							G							
Marymount College			U	U	U			U		U	U		U		U		U		U	U	U	U		U						
Marymount Manhattan College				U	U			U		U	U	U	U		U		U		U	U		U		U	U					U
Mater Dei College																								U			U			U
Medaille College						U		U													U	U		U						U
Mercy College				U	U		U	U		U	U	U			U		U			U	U	U		U	U	U	U			U
Misericordia Hospital Medical Center School of Nursing																											U			
Molloy College				U	U			U		U	U	U			U		U			U	U	U		U						
Mount Saint Alphonsus Seminary of Esopus, New York																							G							
Mount Saint Mary College				U	U			U				U			U		U		U	U		U		U						
Mount Sinai School of Medicine												G																		
Nazareth College of Rochester			U	U	U			B		U	U	U			U		U		U	U	U	U								
New School for Social Research					G	G						B			G					G	B	B		B						
New York Chiropractic College												G																		
New York College of Podiatric Medicine												G																		
New York Institute of Technology		U		U	B	B	B	U	U	U		G					U		U	U		B		U	U			U	U	
New York Law School														G																

MAJOR HEGIS AREAS

INSTITUTION	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17	18	19	20	21	22	23	49	50	51	52	53	54	55
New York Medical College				G								B															U			
New York School of Interior Design		U																							U					
New York Theological Seminary																							G							U
New York University		G	B	B	B	B	B	B	B	B	B	B	B	G	B		B		B	B	B	B	G	B	U	U	U		U	U
Niagara University			G	B	U			B			U	U			B		U		B		U	B		U	U					
Nyack College								U		U					U					U		U	B							
Pace University				U	B	U	B	B		U	U	U		G	U		U		U	B	B	B		U	U	U	U		U	U
Parsons School of Design		U								B															U					
Paul Smith's College of Arts and Sciences																								U	U			U	U	U
Polytechnic Institute of New York				U	G		B		B								B		B			B		U						
Pratt Institute		B		U	U	B	B	B	U	B			U			B	U		U						U			U		
Rabbi Isaac Elchanan Theological Seminary																							G							U
Rensselaer Polytechnic Institute		B		B	B	B	B		B		U				B		B		B	B		B		B						
Roberts Wesleyan College				U				U		U		U			U		U		U	U	U	U		U	U					
Rochester Institute of Technology		U		U	B	B	B	G	B	B		B	U				B		B		U			U	U	U	U	U	U	
Rockefeller University, The				G								G					G		G	G				G						
Russell Sage College			U	U	U			B		U	U	B			U		U		U	U	B	U		U	U		U			U
St. Anthony-on-Hudson																							G							
St. Bernard's Seminary																							G							
St. Bonaventure University				B	B	U		B			B	B			B		B		B	B		B	B	U						
St. Francis College				U	U			U			U	U			U		U		U	U		U		U	U					U
St. John Fisher College				U	U	U		U			U				U		U		U	U		U		U						
St. John's University, New York			B	B	B	U	U	B		U	B	B		G	B	G	B		B	B	U	B	G	U	U					U
St. Joseph's College, New York				U				U			U		U		U		U		U	U	U	U		U						

MAJOR HEGIS AREAS

INSTITUTION	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17	18	19	20	21	22	23	49	50	51	52	53	54	55
St. Joseph's Seminary and College																							G							
St. Lawrence University				U				G		U	U				U		U		U	U		U		U						
St. Thomas Aquinas College					U			U		U	U	U			U		U			U	U	U		U						
St. Vladimir's Orthodox Theological Seminary																							G							
Sarah Lawrence College				G						G			G		G							G		B						
Seminary of the Immaculate Conception of the Diocese of Rockville Centre																							G							
Siena College			U	U	U		U				U				U		U		U	U	U				U					
Skidmore College			U	U	U			U		U	U	U			U		U		U	U		U		U						
Syracuse University		B	U	B	B	B	B	B	B	B	B	B	B	G	B	B	B		B	B	B	B		B	U			U		U
Teachers College			G	G			G	G		G	G	G	G		G		G		G	G	G	G								
Touro College			U	U	U			U			U	U		G	U		U		U	U		U		U	U		U			
Trocaire College																								U	U		U			U
Union College			B	B	B		B		B	U	U	G			U		B		B	U		U		B						
Union Theological Seminary																							G							
University of Rochester				B	B		G	B	B	B	B	B			B		B		B	B	G	B		B						
Vassar College			U	B			U			B	B				U		U		B	B		U		U						
Villa Maria College of Buffalo, New York																								U	U				U	U
Wadhams Hall															U															
Wagner College				B	B			B		U	U	B			B		U		B	U		B			U					
Webb Institute of Naval Architecture									U																					
Wells College			U	U				U		U	U				U		U		U	U		U		U						
Yeshiva University				B			U	B		U	B	B		G	B		B		B	B	G	B		U						
PROPRIETARY																														
Adelphi Business School of Mineola																									U					
Albany Business College																									U	U				

MAJOR HEGIS AREAS

INSTITUTION	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17	18	19	20	21	22	23	49	50	51	52	53	54	55
Berkeley-Claremont School (Hicksville)																									U					
Berkeley-Claremont School (New York City)																									U					
Berkeley School, The																									U					
Bryant and Stratton Business Institute (Buffalo)																									U	U				
Bryant and Stratton Business Institute (Rochester)																									U	U				
Central City Business Institute																									U					
Five Towns College																									U	U				
Interboro Institute																									U		U			
Jamestown Business College																									U					
Katharine Gibbs School (Melville)																									U					
Katharine Gibbs School (New York City)																									U					
Laboratory Institute of Merchandising																									U					
Monroe Business Institute																									U	U				
New York Institute of Finance																									U					
Olean Business Institute																									U					
Powelson Business Institute																									U	U				
Rochester Business Institute																									U	U				
School of Visual Arts						U		U		U																				
Stenotype Institute																									U					
Taylor Business Institute																									U					
Technical Career Institutes																												U		
Tobe-Coburn School for Fashion Careers																									U					
Utica School of Commerce																									U					
Westchester Business Institute																									U	U				
Wood School, The																									U					

Appendix D

TECHNICAL PAPERS AND NOTES RELATED TO THIS PLAN AVAILABLE FROM THE EDUCATION DEPARTMENT

A. Technical Papers

The following Technical Papers related to this Plan are available on request to the Department's Office of Postsecondary Policy Analysis:

1. Adult Participation in Postsecondary Education in New York State
2. College Enrollments and Student Access in New York State: Prospects for the Future
3. The Demographic and Enrollment Context of New York State Higher Education in the 1980's
4. Fiscal Options for Postsecondary Education in New York State in a Period of Declining Enrollment
5. The Simulation of College Enrolments: New York State, 1978-1994

B. Notes

The following Notes related to this Plan are available on request to the Department's Office of Postsecondary Policy Analysis:

1. "The Allocation of Fiscal Resources"
2. "Facilities"
3. "Student Aid"

Appendix E

MASTER PLAN AMENDMENTS

Approved by the Regents

November 1, 1978, through October 31, 1980

INDEPENDENT INSTITUTIONS

Boricua College (3/2/79)

Authorized Boricua College to confer the degree of Bachelor of Science (B.S.) and to offer programs in Business Administration, Bilingual Education, and Human Services leading to the B.S. degree.

Bramson ORT Training Center (now Bramson ORT Technical Institute) (11/17/78)

Authorized establishment as associate degree institution with authorization to offer programs in Electro-Mechanical Technology, Electronic Engineering Technology, Electronic Application and Merchandising, Computer Programming, Legal Secretary, Executive Secretary, Accounting, Management and Sales, and Retail Management leading to the degree of Associate in Occupational Studies (A.O.S.).

Canisius College (6/19/80)

Authorized Canisius College to confer the Associate in Arts (A.A.) degree and to offer programs leading to the Associate in Arts degree in the Humanities and Social Sciences. (This is the first two-year degree for Canisius College.)

Cazenovia College (10/23/80)

Authorized Cazenovia College to offer a program in Nursing leading to the Associate in Science (A.S.) degree.

The College for Human Services (5/25/79)

Authorized The College for Human Services to confer the degree of Bachelor of Professional Studies (B.P.S.) and to establish a program in Human Services leading to the B.P.S. degree.

The College of New Rochelle (12/15/78)

Authorized The College of New Rochelle to establish a branch campus at 378 East 152nd Street, Bronx, and to offer at that branch campus the College's New Resources Program leading to the degree of Bachelor of Arts (B.A.) and only that program. (This action restricted the College's offerings at this branch campus to the New Resources program. The introduction of any other programs at that branch would require further action by the Regents.)

The College of New Rochelle (12/12/79)

Authorized The College of New Rochelle to offer a program in Gerontology leading to the Master of Science (M.S.) degree.

The College of New Rochelle (5/22/80)

Authorized The College of New Rochelle to establish a branch campus on the campus of the New York Theological Seminary, Manhattan, and to offer at that location its New Resources Program leading to the Bachelor of Arts (B.A.) degree. (This branch campus would be limited to the program of the School of New Resources leading to the degree of Bachelor of Arts. Admission is restricted to persons recommended by the New York Theological Seminary.)

The College of St. Rose (5/25/79)

Authorized The College of St. Rose to establish a program in Advertising Design leading to the degree of Bachelor of Science (B.S.).

Columbia Memorial Hospital School of Nursing (9/21/79)

Authorized establishment of the Columbia Memorial Hospital School of Nursing as an independent school of nursing with authorization to offer a program in Nursing leading to the degree of Associate in Applied Science (A.A.S.) and authorized the Columbia Memorial Hospital School of Nursing to confer the degree of Associate in Applied Science upon duly qualified students completing the registered program in Nursing. (This action replaced an earlier authorization granted as Permission of the Regents.)

Concordia College (10/22/80)

Authorized Concordia College to establish a program in Mathematics leading to the degree of Bachelor of Arts (B.A.). (The program will be offered in cooperation with Iona College.)

Daemen College (3/2/79)

Authorized Daemen College to establish a program in Nursing leading to the degree of Bachelor of Science (B.S.).

Daemen College (2/28/80)

Authorized Daemen College to establish a program in Social Work leading to the degree of Bachelor of Arts (B.A.).

Dowling College (12/15/78)

Authorized Dowling College to establish a program in Medical Technology leading to the degree of Bachelor of Science (B.S.).

Elizabeth Seton College (7/27/79)

Authorized Elizabeth Seton College to establish a branch campus in New York County and to offer at that branch campus a program in the Liberal Arts leading to the degree of Associate in Arts (A.A.) and a program in Business Administration leading to the degree of Associate in Applied Science (A.A.S.). (This action authorized this two-year college to offer these two programs at this branch in the Weekend College format developed by Elizabeth Seton College primarily for adult students.)

Fordham University (3/28/80)

Authorized Fordham University to confer the degree of Doctor of Social Welfare (D.S.W.) and to establish a program in Social Work leading to the degree of Doctor of Social Welfare.

Iona College (7/27/79)

Authorized Iona College to establish a program in Public Administration leading to the degree of Master of Business Administration (M.B.A.).

Iona College (10/23/80)

Authorized Iona College to establish an interinstitutional program on the campus of St. Thomas Aquinas College, Sparkill, and to offer at that location programs leading to the degree of Master of Business (M.B.A.). (An interinstitutional program is similar to a branch campus but is conducted on the campus of another institution.)

Long Island University (3/2/79)

Authorized Long Island University to establish a branch campus of the Brooklyn Center of L.I.U. at Dobbs Ferry, Westchester County, and to offer at that branch campus a program in Business leading to the degree of Master of Business Administration (M.B.A.); programs in Reading Specialization-Elementary School Teacher, School Counselor, and Bilingual/Urban Education leading to the degree of Master of Science in Education (M.S.in Ed.); programs in Community Health and Social Science/Criminal Justice leading to the degree of Master of Science (M.S.); and a program in Psychology leading to the degree of Master of Arts (M.A.). (The branch campus is located on the Mercy College campus.)

Long Island University (3/23/79, effective 9/1/79)

Authorized the Brooklyn Center of L.I.U. to offer a program in Pharmacy leading to the degree of Bachelor of Science in Pharmacy (B.S. in Phar.) and programs in Pharmacy and Pharmacy Administration leading to the degree of Master of Science (M.S.). (This action was taken as part of the implementation of the consolidation of the Arnold and Marie Schwartz College of Pharmacy and Health Sciences and Long Island University.)

Long Island University (3/28/80)

Authorized the establishment of upper-division programs in Criminal Justice and Political Science leading to the degree of Bachelor of Arts (B.A.) at the Brentwood branch campus of C.W. Post College.

The Mannes College of Music (6/19/80)

Authorized The Mannes College of Music to confer the degree of Master of Music (Mus. M.) and to establish programs in Voice, Guitar, Piano, and Orchestral Instruments leading to the degree of Master of Music.

Maria Regina College (9/25/80)

Authorized Maria Regina College to establish a program in Occupational Therapy Assistant leading to the degree of Associate in Applied Science (A.A.S.).

Marist College (3/23/79)

Authorized Marist College to establish a program in Fine Arts leading to the degree of Bachelor of Arts (B.A.).

Marist College (5/25/79)

Authorized Marist College to establish a program in Public Administration leading to the degree of Master of Public Administration (M.P.A.).

Marymount College (4/27/79)

Authorized Marymount College to establish a program in Business leading to the degrees of Bachelor of Arts (B.A.) and Bachelor of Science (B.S.).

Marymount College (6/21/79)

Authorized Marymount College to establish a program in Social Work leading to the degree of Bachelor of Science (B.S.) (as part of the Westchester Consortium for Social Work Education).

Mater Dei College (3/23/79)

Authorized Mater Dei College to establish a program in Ophthalmic Dispensing leading to the degree of Associate in Applied Science (A.A.S.).

Medaille College (10/19/79)

Authorized Medaille College to establish a program in Business Resource Development leading to the degree of Bachelor of Science (B.S.).

New York Institute of Technology (10/19/79)

Authorized New York Institute of Technology to establish a branch campus at Commack, Suffolk County, and to offer at that branch campus programs in Business and Management leading to the degrees of Bachelor of Science (B.S.)

and Master of Business Administration (M.B.A.), a program in Behavioral Sciences leading to the degree of Bachelor of Science (B.S.), and a program in Human Relations leading to the degree of Master of Professional Studies (M.P.S.).

New York University (5/25/79)

Authorized New York University to confer the degree of Doctor of Psychology (Psy.D.) and to establish a program in Child/School Psychology leading to the degree of Doctor of Psychology (Psy.D.).

New York University (7/27/79)

Authorized New York University to confer the degree of Doctor of Social Work (D.S.W.) and to establish a program in Social Work leading to the D.S.W. degree.

Niagara University (7/25/80)

Authorized Niagara University to establish a program in Psychology leading to the degree of Bachelor of Arts (B.A.).

Nyack College (9/21/79)

Authorized Nyack College to confer the degree of Master of Divinity (M.Div.) and to establish a program in Theology and Missions leading to the M.Div. degree.

Nyack College (10/23/80)

Authorized Nyack College to confer the Associate in Arts (A.A.) and Associate in Science (A.S.) degrees and to offer programs leading to the Associate in Arts degree in General Education and the Associate in Science degree in Christian Work. (This is the first two-year degree for Nyack College.)

Pace University (4/27/79)

Authorized Pace University to confer the degree of Doctor of Psychology (Psy.D.) and to establish a program in School-Community Psychology leading to the degree of Doctor of Psychology (Psy.D.).

Pace University (6/21/79)

Authorized Pace University to confer the degree of Master of Public Administration (M.P.A.) and to establish a program in Public Administration leading to the M.P.A. degree at its White Plains campus.

Rochester Institute of Technology (10/19/79)

Authorized the Rochester Institute of Technology to establish a branch campus in Seneca Falls, Seneca County; to confer the degree of Bachelor of Arts (B.A.) upon duly qualified students completing registered curricula only at that branch campus; and to offer at only that branch campus only curricula

leading to the B.A. degree in the major-mission fields of Architecture and Environmental Design, Area Studies, Biological Sciences, Fine and Applied Arts, Foreign Languages, Letters, Mathematics, Physical Sciences, Psychology, Social Sciences, and Interdisciplinary Studies. (The R.I.T. branch campus at Seneca Falls is the former Eisenhower College, which was dissolved by the Regents as an independent corporation. The R.I.T. branch campus at Seneca Falls is known as Eisenhower College of R.I.T.)

Russell Sage College (6/21/79)

Authorized Russell Sage College to confer the degree of Master of Arts (M.A.) and to establish a program in Community Psychology leading to the M.A. degree.

St. Bernard's Seminary (4/27/79)

Authorized St. Bernard's Seminary to confer the degree of Master of Arts (M.A.) and to establish a program in Theology leading to the degree of Master of Arts (M.A.).

St. John's University (5/25/79)

Authorized St. John's University to confer the degree of Master of Philosophy (M. Phil.) upon duly qualified students completing requirements for the degree of Master of Philosophy within registered curricula leading to the degree of Doctor of Philosophy (Ph.D.).

St. John's University (12/15/79)

Authorized St. John's University to confer the degree of Doctor of Arts (D.A.) and to establish a program in English leading to the D.A. degree.

St. Joseph's College (10/19/79)

Authorized St. Joseph's College to establish a program in Community Health leading to the degree of Bachelor of Science (B.S.), to be offered at both the main campus in Brooklyn and St. Joseph's branch campus at Patchogue, Suffolk County.

St. Joseph's College (4/25/80)

Authorized St. Joseph's College to establish a program in Biology leading to the degrees of Bachelor of Arts (B.A.) and Bachelor of Science (B.S.) to be offered at its branch campus at Patchogue, Suffolk County.

Skidmore College (6/25/79)

Authorized Skidmore College to establish a program in Social Work leading to the degree of Bachelor of Arts (B.A.).

Touro College (6/21/79)

Authorized Touro College to confer the degree of Master of Arts (M.A.) and to establish a program in Jewish Studies leading to the M.A. degree.

Yeshiva University (6/22/79)

Authorized Yeshiva University to establish a program in Nursing leading to the degree of Bachelor of Science (B.S.).

Yeshiva University (10/19/79)

Authorized Yeshiva University to establish a program in Accounting leading to the degree of Bachelor of Science (B.S.).

Yeshiva University (10/23/80)

Authorized Yeshiva University to confer the Doctor of Psychology (Psy.D.) degree and to offer programs leading to the Doctor of Psychology degrees in Clinical Psychology and School Psychology.

STATE UNIVERSITY OF NEW YORK

SUNY Buffalo (4/27/79)

Authorized the State University Board of Trustees to confer the degree of Master of Urban Planning (M.U.P.) on duly qualified students completing registered programs at the State University of New York at Buffalo and to establish a program in Urban Planning leading to the M.U.P. degree at SUNY Buffalo.

Approved by the Governor on 1/11/80.

SUNY Stony Brook (12/14/78)

Authorized the State University Board of Trustees to confer the degree of Doctor of Arts (D.A.) on duly qualified students completing registered programs at the State University of New York at Stony Brook and to establish a program in Foreign Language Instruction leading to the D.A. degree at SUNY Stony Brook.

Approved by the Governor on 2/5/79.

SUNY College of Technology (12/12/79)

Authorized State University to establish a program in Computer and Information Sciences leading to the degree of Bachelor of Science (B.S.) at the State University College of Technology at Utica/Rome.

Approved by the Governor on 2/19/80.

SUC New Paltz (5/24/79)

Authorized State University to establish a program in Business Administration leading to the degree of Bachelor of Science (B.S.) at the State University College at New Paltz.

Approved by the Governor on 6/13/79.

SUC Oswego (4/24/80)

Authorized State University to offer a program in Fine Arts leading to the degree of Bachelor of Fine Arts (B.F.A.) at the State University College at Oswego.

Approved by the Governor on 5/28/80.

SUC Old Westbury (7/27/79)

Authorized State University to establish a program in Computer and Information Sciences leading to the degree of Bachelor of Science (B.S.) at the State University College at Old Westbury.

Approved by the Governor on 10/5/79.

SUC Old Westbury (2/28/80)

Authorized State University to offer a program in Chemistry leading to the degrees of Bachelor of Arts (B.A.) and Bachelor of Science (B.S.) at the State University College at Old Westbury.

Approved by the Governor on 6/5/80.

Columbia-Greene Community College (10/19/79)

Authorized State University to establish a program in Automotive Technology leading to the degree of Associate in Applied Science (A.A.S.) at Columbia-Greene Community College.

Approved by the Governor on 11/21/79.

Herkimer County Community College (10/19/79)

Authorized State University to establish a program in Occupational Therapy Assistant leading to the degree of Associate in Applied Science (A.A.S.) at Herkimer County Community College.

Approved by the Governor on 11/21/79.

Onondaga Community College (4/24/80)

Authorized State University to offer a program in Food Service Administration leading to the degree of Associate in Applied Science (A.A.S.) at Onondaga Community College.

Approved by the Governor on 8/5/80.

Tompkins-Cortland Community College (9/21/79)

Authorized State University to establish a program in Engineering Science leading to the degree of Associate in Science (A.S.) at Tompkins-Cortland Community College.

Approved by the Governor on 7/21/80.

THE CITY UNIVERSITY OF NEW YORK

The City College (6/21/79)

Authorized City University to establish a program in Communications, Mass Media, and Public Policy leading to the degree of Bachelor of Arts (B.A.) at The City College.

Approved by the Governor on 7/21/80.

John Jay College of Criminal Justice (12/14/79)

Authorized City University to establish a program in Criminal Justice leading to the Doctor of Philosophy (Ph.D.) degree at John Jay College of Criminal Justice.

Approved by the Governor on 5/16/80.

Queens College (5/22/80)

Approved modification of conditions to the master plan amendment for The City University of New York School of Law at Queens College. (The conditions related to the financing of the law school and financial aid to students. The master plan amendment authorizing City University to establish the Law School and to award the degree of Doctor of Law (J.D.) had been approved in 1974.)

Awaiting action by the Governor.

York College (2/28/80)

Authorized City University to offer a program in Social Work leading to the degree of Bachelor of Science (B.S.) at York College.

Approved by the Governor on 8/5/80.

LaGuardia Community College (4/24/80)

Authorized City University to offer a program in Animal Health Technology leading to the degree of Associate in Applied Science (A.A.S.) at LaGuardia Community College.

Approved by the Governor on 8/14/80.

Medgar Evers Community College and LaGuardia Community College (3/2/79)

Authorized City University (1) to acquire and renovate for the use of LaGuardia Community College the facility described in the Board of Higher Education's May 29, 1978, resolution and (2) to acquire facilities totaling 75,000 net square feet for Medgar Evers Community College, subject to the condition that the University exhaust all other alternatives (including but not limited to acquisition and renovation of existing structures) before seeking to

construct a new facility for Medgar Evers Community College. (The facility for LaGuardia Community College described in the Board of Higher Education's May 29, 1978, resolution is a five-year-old building located directly across the street from the main building at LaGuardia Community College which would provide approximately 100,000 net assignable square feet of space.)

Awaiting action by the Governor.

Appendix F

NEW LEGISLATION AFFECTING HIGHER EDUCATION AND THE PROFESSIONS

HIGHER EDUCATION

1979

CHAPTER 133 (effective July 1, 1979) encourages the enrollment of New York State residents in independent medical schools by increasing the overall level of State aid to such schools. Capitation aid is increased from $1,500 to $2,000 for each full time student. The provision for the payment of $2,500 for each full time upper-division student in such medical schools is replaced by a provision for the payment of an additional $3,500 for each full time upper-division student who is a resident of the State and who participates in the coordinated transfer program of the Association of American Medical Colleges (COTRANS), the Fifth Pathway program, or the Biomedical Education Program of The City College of The City University of New York. It also makes technical changes in provisions relating to potential duplication of aid and in provisions intended to encourage enrollment of New York residents in such schools.

CHAPTER 204 (effective July 1, 1979) amends subdivision 2 of Section 6302 of the Education Law for the purpose of authorizing Fashion Institute of Technology to operate master's degree programs.

CHAPTER 213 (effective June 11, 1979) amends paragraph 8 of subdivision 2 of Section 355 of the Education Law to authorize State University to grant honorary degrees.

CHAPTERS 305 and 306 (effective July 1, 1979, except Section 7 of chapter 305 is effective July 1, 1980) do the following:

1. Reorganize the governance and financing of The City University of New York. The existing Board of Higher Education is replaced with a Board of Trustees, and the various institutions within the City University are constituted as an integrated whole, equivalent in authority and independence to independent institutions of higher education and to the State University of New York. All three institutions will continue to be independent with respect to their operations, but subject to a power of visitation and overall authority of the Board of Regents of The University of the State of New York. The act provides for the assumption by the State, within four years, of all capital and operating expenses of the senior colleges of CUNY.

2. Increase the level of State support for independent institutions of higher education, commonly referred to as "Bundy aid," by increasing the amount paid to such institutions for each associate and higher degree awarded. These increases will take effect July 1, 1980.

3. Increase State aid to dental schools, beginning with the 1979-80 academic year.

CHAPTER 332 (effective July 1, 1979) repeals Education Law Section 680 and adds a new Section 680 authorizing the New York State Higher Education Services Corporation (a) to lend money to students; (b) to guarantee the loan of money to students planning to attend or attending programs within the State or elsewhere, if approved for the Federal Guaranteed Student Loan Program;(c) to lend or guarantee the loan of money to students planning to attend or attending colleges in this State which are approved by the Board of Regents or approved vocational programs of study of at least 300 hours duration which are registered by the Board of Regents; eligibility of the colleges or vocational institutions is limited to those having an executed agreement with the Corporation for participation on the effective date of this act, to run for two years; no loan may be guaranteed in any school year or in the aggregate in an amount which exceeds the maximum permitted under current provisions of the Federal loan program, and the guarantee of a loan may not be refused solely on the basis of the annual income of the student's family; (d) to loan or guarantee the loan of additional money, in specified amounts and upon specified conditions, to students in medical, dental, and veterinary schools; and (e) to adopt rules and regulations necessary to implement the program.

The act also amends subdivision 1 of Section 682 of such law to provide an interest ceiling of 10 percent per annum, except as to loans made or guaranteed under the Federal loan program. The amendment to that subdivision also provides that a borrower may elect to defer payment of any interest on a loan for a specified term and capitalize that amount as part of the principal, to be paid at a later date.

Subdivision 1 of Section 683 of such law is amended to authorize the Corporation to establish repayment periods for loans made other than under the Federal loan program, and to accelerate the repayment of loans received as a result of fraud or error. Subdivision 5 of that section provides a maximum repayment period of 15 years for students in medical, dental, and veterinary schools.

The act also adds a new subdivision 6 to Section 683 of such law authorizing the adoption of regulations permitting a cessation of collection activities where an educational institution terminates its instructional program during the school year for which a loan was made or guaranteed.

CHAPTER 366 (effective July 1, 1979) amends the provisions of Sections 605, 655, and 670 of Education Law to increase to 25,000 the yearly number of Regents college scholarships to be awarded and to prohibit reaward of such scholarships in any case in which they are either declined by the student or revoked by the Commissioner of Education or the President of the New York State Higher Education Services Corporation. (Subdivision 2 of Section 662 of the Education Law still authorizes reaward of declined or revoked scholarships to alternates in other categories of awards, e.g., Regents professional education in nursing scholarships.)

CHAPTER 406 (effective June 29, 1979) amends Education Law Section 353 to provide that the president of the student assembly of the State University of New York serve as an ex-officio, voting member of the University's board of trustees (rather than as an ex-officio non-voting member of that board).

CHAPTER 447 (effective July 5, 1979) amends Section 680 of the Education Law to provide that loans made or guaranteed to students in programs leading to degrees in podiatry, optometry, and pharmacy shall not exceed $7,500 per academic year or $30,000 for any such program.

CHAPTER 465 (effective September 1, 1979) amends subdivision 2 of Education Law Section 807-b to provide for annual fire inspections of independent colleges between January 1 and June 1. Paragraph b of subdivision 3 of that section is amended to require college authorities to request fire inspections by a municipal fire department, a fire corporation, or a county fire coordinator; and if the requested inspection is not made in a reasonable amount of time, the college authorities may arrange for such inspections privately. The amendment excludes from that requirement public colleges annually inspected by the Division of Fire Prevention and Control within the Department of State. Subdivision 5 of the section is amended to provide that copies of the reports of fire inspections made pursuant to Section 807-b (3) (b) must be filed with the Division of Fire Prevention and Control, the county fire coordinator, and the head of any fire department or corporation responsible for fighting fires which occur in the inspected building. Subdivision 6 of that section is amended to authorize the Commissioner of Education to impose a maximum fine of $500 per day upon an independent college which does not comply with the filing requirements of Section 807-b (3) in a timely fashion.

CHAPTER 672 (effective January 1, 1980) adds a new Article 7-A to the Education Law to regulate standardized testing for postsecondary or professional school admission. Background reports and statistical data used in any study or evaluation or statistical report of a test agency are to be filed with the Commissioner of Education and become a public record. Within 30 days of releasing the results of a test, the test agency shall file with the Commissioner of Education as a public record, a) questions used in calculating raw scores, b) answers to such questions, c) rules for transfer of raw scores. The person tested is entitled to the same information on request. The test agency may make a nominal charge to the test taker. Specified information is to be made available with registration forms for such tests. Test scores of individuals may not be disclosed without permission of the individuals. The Commissioner of Education is authorized to adopt regulations. Violation of this article by a test agency is subject to a civil penalty.

1980

CHAPTER 1 (effective July 1, 1980) amends Section 663 of Education Law in three respects with regard to the eligibility of postsecondary students for State student aid awards. The amendment provides that an applicant for assistance who is married on or before December 31 of the calendar year preceding the academic year for which an application is made would be considered to be emancipated, so that parental income would be excluded in determining the applicant's entitlement to an award. It also amends Section 663 with regard to the criteria for determining

the emancipation of single students from their parents by raising the amount such students could receive from their parents during the calendar year preceding the academic year for which an award is sought from $600 to $750, and by increasing the maximum duration of their residence with their parents during such calendar year from two to six weeks. It also substitutes the words "the applicant's" for the word "his" in subdivisions 1 and 7 of Section 663.

CHAPTER 81 (effective April 28, 1980, in part) enacts certain technical amendments relating to the tuition assistance program, and also provides for an increase in the base award in paragraph b of subdivision 2 of Section 665 of the Education Law from $750 to $900, effective for students first receiving aid during the 1977-78 school year. It also removes the restriction on receipt of assistance for more than one certificate or degree at the certificate, associate, or bachelor level.

CHAPTER 195 (effective July 1, 1980) amends various portions of Section 665 of the Education Law with regard to the certification by institutions of postsecondary education of student eligibility for general and academic performance awards, as well as the prepayment and refunding of such awards. The present provision of Section 665 pertaining to the deferral of student tuition is repealed. An institution would be required to certify student eligibility to the Higher Education Services Corporation within such time as required by the President of the corporation and to specify the amount of tuition liability incurred by the student. The provisions relating to refunds of awards are revised to require a student recipient to refund an award for which the student is ineligible, except when the President has determined that inadequate administrative practices of the institution resulted in an incorrect certification of the eligibility of a program or student, or when the Commissioner of Education has determined that the institution failed to conduct an approved program in accordance with the regulations of the Commissioner of Education. In these instances, the institution would be required to refund payments to the State. In addition to the present methods for securing repayment, the president is authorized to reduce future payments to an institution on behalf of currently eligible students, with a direction to the institution to credit such students' accounts with the amount of their award eligibility. The board of trustees of the corporation is to promulgate regulations governing procedures for the assertion, appeal, and recovery of a refund from a student or an institution. The definition of loss of good academic standing by the Commissioner is to include direction to institutions to establish standards of reasonable progress toward completion of the program in which a student is enrolled. The existing provisions granting a leave of absence to a student while permitting him or her to retain his or her eligibility for an academic performance award upon the resumption of his or her studies are changed to afford the continuing availability of an award for a period not to exceed seven years from the beginning of the academic year in which the first payment of an award has been made to a student. A request for a formal leave of absence would not be required unless the student seeks an extension of such period not in excess of three years because of the student's active service in the armed forces or active service in the national welfare such as the Peace Corps. The number, amount, or methods of payment made under an academic performance award would not be altered.

CHAPTER 306 (effective June 19, 1980) adds a new Section 683-a to the Education Law to require written notice to student borrowers within 15 days of the sale of a loan by a bank, savings bank, or savings and loan association to the Federal Student Loan Marketing Association.

CHAPTER 317 (effective June 19, 1980) makes technical amendments to Article 125 of the Education Law related to The City University of New York. It also adds a new subdivision 5 to Section 6224 of the Education Law relative to claims against the City University.

CHAPTER 318 (effective June 19, 1980) amends Education Law Section 680 to provide loans and guarantees of loans for students in approved professional education programs in podiatry, optometry, and pharmacy. Legislation in 1979 [Chapter 447] provided for such loans but neglected to amend this particular provision of the Education Law to conform to the change. This chapter amends the same section of Education Law to provide loans and guarantees of loans for students in a program leading to licensure as a physician pursuant to Section 6528 of the Education Law, an alternative route to licensure commonly known as the "Fifth Pathway."

CHAPTER 440 (effective June 23, 1980) amends subdivision 5 of Section 683 of Education Law to provide that the repayment of student loans by medical, dental, and veterinary graduates shall commence nine months following completion of such programs, rather than 36 months, unless a deferment is granted in accordance with criteria established by the Board of Trustees of the Higher Education Services Corporation.

CHAPTER 443 (effective September 1, 1980) amends Section 225 of Education Law to make it an unlawful act for a person to knowingly and willingly make a false alteration of a grade, credit, honor, award, or standing contained in a school's or college's permanent records or make such a change on a student transcript. Such actions would constitute a misdemeanor, which upon conviction for a first offense would lead to a fine of not less than $50 or imprisonment for not less than thirty days, or both, and for a second offense a fine of $250, or imprisonment for not less than six months, or both.

CHAPTER 454 (effective August 22, 1980) enacts general indemnification provisions with respect to employees of community colleges in the City of New York. The term "employee" includes uncompensated persons holding positions in community colleges and volunteers in a college-sponsored volunteer program. Subdivision 2 of Section 6205 of Education Law, repealed by this chapter, is part of a statute dividing responsibility for acts of employes of colleges in The City University of New York between the State and the City. Subdivision 1 of that section places jurisdiction over indemnification of senior college employees in the

State under section 17 of the Public Officers Law. Subdivision 2 relates to community colleges.

CHAPTER 457 (effective August 22, 1980) adds a new Section 6308 to the Education Law providing for indemnification of employees of community colleges by the local sponsors thereof with respect to actions in State or Federal courts arising out of their acts as employees of a community college. The term "employee" includes members of the boards of trustees, uncompensated persons serving a community college, and volunteers in a college-sponsored volunteer program. Present Section 6308, repealed by this chapter, provides only for indemnification of employees of community colleges in the City of New York; this chapter extends the right of indemnification to employees of all community colleges in the State.

CHAPTER 676 (effective September 1, 1980) amends Education Law Section 6450, relating to the regulation of conduct on college campuses, to require the trustees of every college chartered by the Regents or incorporated by special act of the Legislature to adopt rules and regulations which shall, among other things, prohibit "any action or situation which recklessly or intentionally endangers mental or physical health or involves the forced consumption of liquor or drugs for the purpose of initiation into or affiliation with any organization" (i.e., hazing). It further amends Section 6450 to provide that the penalties for violations of such rules shall include, in the case of an organization which authorizes the proscribed conduct, rescission of permission for that organization to operate on campus property; and requires that a copy of the rules and regulations which prohibit reckless or intentional endangerment, etc., shall be given to all students enrolled in each such college "and shall be deemed to be part of the by-laws of all organizations operating on said campus."

CHAPTER 708 (effective June 30, 1980) authorizes Regents professional education scholarships in veterinary medicine to be awarded on a competitive basis, and appropriates the sum of $100,000 to fund ten such scholarships.

CHAPTER 729 (effective December 27, 1980) enacts an Occupational Safety and Health Act for public employees by various amendments to the Labor Law.

CHAPTER 742 (effective July 1, 1980) amends Education Law Section 606 relating to county awards for professional education in medicine, dentistry, optometry, and veterinary medicine to remove a restriction to annual awards, and to permit such awards to be made not only to students in approved professional programs but also to licensed practitioners who agree to practice within the county "for a period of time and upon such terms and conditions as the county may fix."

CHAPTER 813 (effective June 30, 1980) amends Sections 340, 341, and 344; repeals and reenacts Sections 342 and 343; renumbers Sections 346 and 347 to be 347 and 348; and adds a new Section 346 to the Education Law in relation to standardized testing (article 7-A of the Education Law):

1. Application of the article is limited to tests given in New York State and the article no longer has application to any nonadmission test.

2. Certain research reports prepared prior to the effective date of article 7-A are exempted from its application.

3. The material available to test subjects is no longer available unless requested within 90 days of an offer made by the test agency.

4. A restricted form of disclosure less stringent than ordinary, is prescribed for:

   a. standardized tests administered to less than 2,000 test subjects in New York State annually, and

   b. college board achievement tests and graduate record examination advanced tests.

5. Information released may not identify user institutions or individuals without permission.

6. A consumer advisory committee to advise the Legislature is established.

CHAPTER 814 (effective June 30, 1980) amends Education Law article 7-A, which was enacted in 1979, by adding a new Section 342] a, which provides that when regular administrations of college admission tests are given on days of religious observance, special administrations of such tests shall be offered with the same frequency as regular administrations, as soon before or after the regular administration as possible, and at comparable times, places, and cost to the test subject.

CHAPTER 815 (effective July 1, 1980, in part) amends various sections of the Education Law and chapter 53 of the Laws of 1980 (the local assistance budget) relating to the College of Staten Island and New York City Community College, institutions of The City University of New York. State aid for both institutions is transferred from the CUNY community college budget to its senior college budget. New York City Community College is renamed New York City Technical College, and is funded in the same manner as the State University's agricultural and technical colleges. The New York City share of the funding of both colleges will be phased out over a three-year period with full State funding of both colleges to be effective in the City's fiscal year 1982-83. The State will assume responsibility for capital costs for the two institutions as of July 1, 1982.

1979

CHAPTER 152 (effective May 29, 1979) enacts an unconsolidated law to exempt foreign physicans attending athletes and staff at the 1980 Olympic Games from medical licensure requirements.

CHAPTER 268 (effective January 1, 1980) amends the provisions of Article 31 of the Civil Practice Laws and Rules to require disclosure of evidence by a physician who has provided medical services to a party demanding such disclosure or who has been retained by such party as an expert witness. The chapter further provides that a deposition made by a person authorized to engage in the practice of medicine may be used by any party without the necessity of showing unavailability or special circumstances subject to the right of any party to seek a protective order to prevent abuse.

CHAPTER 445 (effective July 5, 1979) amends the provisions of subdivision 4 of Section 6526 of Education Law to exempt from New York's medical licensure requirements of physicians who are licensed in another state or country who are attending courses of supervised clinical instruction in medicine of six months or less in duration conducted by medical schools and teaching hospitals in New York.

CHAPTER 448 (effective August 4, 1979) requires dentists and dental hygientists who use X-rays to shield the torso area of patients with a lead apron or other protective garment or device.

CHAPTER 456 (effective July 5, 1979) amends various provisions of Article 159 of the Education Law in relation to the prohibition against the use of the titles "speech pathologist" or "audiologist" by persons not licensed or otherwise authorized to engage in practice as speech pathologists or audiologists.

CHAPTER 469 (effective July 5, 1979) reopens, until January 1, 1980, the time within which applications can be made for licensure in speech pathology and audiology without examination and the time within which the required training and experience can be obtained. This chapter also adds new combinations of education and experience by which applicants may qualify.

CHAPTER 496 (effective July 5, 1979) amends subdivision 3 of Section 6510 of the Education Law by providing that final orders in professional disciplinary proceedings may be served by certified mail and by requiring that registration certificates and licenses which have been revoked, annulled, suspended, or sur-

rendered be promptly delivered. This chapter further provides that orders served by certified mail become effective five days after mailing.

CHAPTER 564 (effective July 10, 1979) amends Section 6502 of Education Law to provide a uniform system of registration in the last four months of a two-year registration period for persons initially licensed and for licensees resuming practice after a lapse of registration.

CHAPTER 644 (effective September 1, 1979) amends Section 651 of the Education Law to reclassify the crime of unauthorized practice of a profession licensed by the Board of Regents from a class A misdemeanor to a class E felony.

1980

CHAPTER 122 (effective May 13, 1980) amends Education Law Section 7121 to permit ophthalmic dispensers to fit contact lenses under the personal supervision of an optometrist (in addition to currently authorized personal supervision of a physican).

CHAPTER 138 (effective May 20, 1980) provides for the organization of county dental societies with the approval of the governing body of the Dental Society of the State of New York.

CHAPTER 223 (effective June 10, 1980) adds a new Section 6505-a to Education Law exempting professional societies from monetary liability for referring any person to a professional practitioner, provided the referral is made without any charge, without malice, and in the reasonable belief that the referral was warranted.

CHAPTER 340 (effective September 1, 1980) amends the Public Health Law and Education Law Section 6509 to require operators, employees, and persons providing contractual health care services in residential health care facilities to report cases of physical abuse, mistreatment, or neglect of patients to the State Health Department. Reports are not required, but are permitted, where the abuse or mistreatment is by another patient. Professional licensees working in such facilities are required to report any instance in which they have reasonable cause to believe that a patient has been physically abused, mistreated, or neglected. Reports are required to be made immediately by telephone, and in writing, on forms supplied by the Commissioner of Health, within 48 hours. Persons making such reports in good faith are immune from criminal or civil liability. Commission of an act of physical abuse, mistreatment, or neglect, or failure to report such an act, may subject a professional licensee to disciplinary action for unprofessional

conduct. The Health Department is required to investigate and make a written determination in each case. Names of patients and persons who submit reports are confidential, but names of persons found to have committed an act of physical abuse, mistreatment, or neglect become a matter of public record.

CHAPTER 343 (effective June 19, 1980) amends the Public Health Law to exempt from disclosure or from use in any administrative or judicial proceeding personally identifiable information in the records of a physician committee of the Medical Society of the State of New York or of the New York State Osteopathic Society. Such committees are engaged in a demonstration program in the identification and treatment of physicians suffering from alcoholism, drug abuse, or mental illness. The program will terminate March 31, 1983.

CHAPTER 345 (effective June 19, 1980) amends the General Business Law to authorize private lawsuits by any persons injured by false or deceptive advertising in violation of General Business Law Sections 349 and 350. Damages of from $50 to $1,000 may be awarded, plus attorney's fees. The damages may be three times the amount of the injury.

CHAPTER 429 (effective August 22, 1980) amends the Public Health Law to require that all hypodermic syringes and needles no longer usable or required be destroyed as follows:

"(a) Disposable hypodermic units shall have the needle detached from the syringe prior to disposal.

(b) Hypodermic syringes shall be crushed, broken or otherwise rendered inoperable.

(c) Hypodermic needles shall be rendered inoperable in the process of disposal."

CHAPTER 614 (effective June 26, 1980) appropriates $494,000 for a program for the recruitment of physicians as residents at hospitals in the mid-Hudson Valley area. Expenditures are subject to approval by the Director of the Budget.

CHAPTER 618 (effective in part September 1, 1980, and in part April 1, 1981) revises the definition of the profession of physical therapy, and enacts a new Article 136 of the Education Law providing for the practice of physical therapy and the licensure of physical therapists. The chapter provides for the first time for the definition of practice of and the certification of physical therapy assistants. The amendments relating to physical therapists are effective September 1, 1980. The provisions relating to physical therapy assistants take effect April 1, 1981.

CHAPTER 707 (effective September 1, 1980) amends Education Law Section 6709 to provide for the issuance of limited permits to allow animal health technologists to practice under supervision between the time of completion of their education and the release of the results of the professional licensing examination.

CHAPTER 856 (effective July 1, 1980) authorizes the Commissioner of Education to contract with Morehouse College, Meharry Medical College and School of Dentistry, and the University of Puerto Rico Medical School, for the education of specified numbers of New York residents from disadvantaged minority backgrounds, and for the implementation of a resident training program in New York hospitals. Between twenty and thirty-three medical placements and between three and five dental placements would be reserved in each starting class for New York residents.

CHAPTER 866 enacts a number of provisions intended to improve, streamline, and simplify the process of professional discipline. The revisions relate to each step of the process, from the submission of complaints through the investigation, prosecution, and hearing stages, to the final determination and imposition of an appropriate penalty in cases in which professional misconduct is ultimately established. The chapter provides for the reporting to the State Education Department of instances of professional misconduct which come to the attention of probation departments, hospitals and other health care facilities, and insurance companies writing professional liability insurance policies. The responsibility for investigating and prosecuting alleged professional misconduct in professions other than medicine is placed in the Education Department. The voting of charges is simplified, and new procedures are provided for the more prompt resolution of complaints of professional misconduct of a minor or technical nature which can appropriately be resolved by administrative warnings or by a fine of not to exceed $500. In cases involving conviction of a crime, a duplicative hearing may be dispensed with. Administrative hearing officers are added to the hearing panels to rule on legal and procedural problems and to advise the panels. The penalties which may be imposed for professional misconduct are increased by raising the maximum fine from five to ten thousand dollars, and a requirement that a licensee perform up to one hundred hours of public service. The chapter also requires annual reports by the Education Department to the Legislature, the Governor, and other interested agencies and persons. The changes apply generally to professional misconduct occurring after July 1, 1980, and the reorganization and reporting requirements take effect January 1, 1981.

Appendix G

REGENTS PLAN FOR HIGHER EDUCATION INCLUDING APPROVED PLANS OF STATE UNIVERSITY AND CITY UNIVERSITY OF NEW YORK AND PLANS OF INDEPENDENT INSTITUTIONS OF HIGHER EDUCATION

(Section 237, Education Law)

1. Purposes of planning. Master planning for higher education in New York State should:

a. Define and differentiate the missions and objectives of higher education.

b. Identify the needs, problems, societal conditions and interests of the citizens of the state of New York to which programs of higher education may most appropriately be addressed.

c. Define and differentiate the missions and objectives of institutions of higher education.

d. Develop programs to meet the needs, solve the problems, affect the conditions and respond to the public's interests by:

(1) Setting goals.
(2) Describing the time required to meet those goals.
(3) Identifying the resources needed to achieve the goals.
(4) Establishing priorities.

e. Be in sufficient detail to enable all participants in the planning process, representatives of the people and the citizens themselves to evaluate the needs, objectives, program proposals, priorities, costs and results of higher education.

f. Optimize the use of resources.

g. Evaluate program effectiveness.

2. The regents shall, on or before the twenty-fifth day of April nineteen hundred seventy-one and each fourth year thereafter, request the state university trustees, the board of higher education of the city of New York, and all independent higher educational institutions to submit long-range master plans for their development. Such request shall specify the nature of the information, plans and recommendations to be submitted, shall describe statewide needs, problems, societal conditions and interests of the citizens and discuss their priorities, and provide appropriate information which may be useful in the formulation of such plans.

3. The regents shall, once every four years, review the proposed plan and recommendations required to be submitted by the state university trustees pursuant to section three hundred fifty-four of this chapter, the proposed plan and recommendations of the board of higher education in the city of New York required

to be submitted pursuant to section sixty-two hundred two of this chapter, and the plans of independent institutions of higher education and, upon approval by the regents of the plans submitted by the state university trustees and the board of higher education, they shall be incorporated into a regents plan or general revision thereof for the development of higher education in the state. Such regents plan shall include the plan and recommendations proposed by the state university trustees and the plan and recommendations proposed by the board of higher education in the city of New York and may include plans with respect to other matters not comprehended within the plan of the state and city universities, including but not limited to improving institutional management and resources, instruction and guidance programs, financial assistance to students and extension of educational opportunities. In determining the need for additional educational facilities in a particular area, the plans and facilities of existing public and independent institutions shall be fully evaluated. Such statewide plan shall include for information purposes a summary of all recommendations appearing in the prior statewide plan and subsequent amendments thereof containing a brief statement of action taken and progress toward achievement of each such recommendation.

4. During the calendar year nineteen hundred sixty-four and each fourth year thereafter the regents shall evaluate all available information with respect to the plans and facilities of independent institutions and shall review and act upon the proposed plan and recommendations of the state university trustees and upon the proposed plan and recommendations of the board of higher education in the city of New York and incorporate such information, recommendations and each of the component plans so acted upon into a tentative regents plan or general revision thereof for the development of higher education in the state. Copies of such tentative regents plan or general revision thereof, as the case may be, shall be made available to the trustees of the state university, the board of higher education in the city of New York and the governing boards of all other institutions of higher education admitted to the university of the state of New York. Thereafter, after giving due notice, the regents shall conduct one or more hearings on such tentative regents plan or general revision thereof.

5. The regents shall transmit their plan or general revision thereof for the development of higher education in the state to the governor and the legislature on or before the first day of November, nineteen hundred sixty-four and each fourth year thereafter. The Governor may disapprove or conditionally approve any part of the plan or general revision thereof after notifying the regents of such disagreements at least sixty days prior to such action during which time they may revise their recommendations relating to such items and request the governor to adopt such revised recommendations in lieu of such action. Such plan or general revision thereof or so much thereof as shall be approved and upon such terms and conditions as the governor may impose, shall become effective upon such approval by the governor.

6. Any modification recommended by the state university trustees or by the board of higher education in the city of New York to their respective plans, theretofore formulated and approved pursuant to section three hundred fifty-four or section sixty-two hundred two of this chapter shall be reviewed by the regents who may hold one or more hearings thereon after giving due notice thereof. As approved by the regents, such modification shall be made a part of the respective plans of the state university and of the city university and shall, together with any modifications the regents may make to that portion of their plan for the development of higher education in the state not comprehended in the plans of the

state and city universities, be transmitted to the governor and the legislature, all of which shall then become effective upon approval by the governor as modifications of the regents plan. By the first day of November in nineteen hundred seventy-four and each fourth year thereafter the regents shall summarize and report to the governor and the legislature any modifications made pursuant to this subdivision and shall include in such report a statement on the progress made in implementing the regents plan and their general recommendations with respect to higher education.

7. An advisory council on higher education consisting of the chancellor of the state university of New York, the chancellor of the city university of New York, and a representative of the commission on independent colleges and universities shall be convened by the commissioner of education and shall advise the regents and the commissioner on all phases of planning.